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ABSTRACT

This publication presents ideas and practical suggestions for caregivers of infants and toddlers from the Montessori Birth to Three Program and contains a catalog of recommended toys and materials for the home and child care setting. The topics discussed include parenting, the Montessori educational philosophy, child development during the first year, family life, toys, puzzles, music, language, art, plants and animals, culture, science and math, and the prepared environment. (KB)

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The Joyful Child

1999 - 2000 Edition

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Michael Olaf's Essential Montessori
for Children from Birth to Three Years

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Dear Friends,

Each child comes into the world with a unique set of abilities and precious gifts, and a beautiful personality ready to unfold. Our most challenging and important task as adults is in creating safe and healthful environments which support the developing potential of each individual

Many people today realize that the way to build a healthy, happy and successful society is to meet the needs of the very young child in the most formative stages of development.

It is time to recognize the vital importance of the role of parents and other adults in their daily interaction with infants and very young children—and to support this great work.

The Montessori Birth to Three Program (Assistants to Infancy), which began in Rome, Italy in 1947, has had unequaled success at helping parents and other guardians of children with this challenging task. This publication presents many of the ideas and practical suggestions from this course, and provides recommended toys and materials—for both the home and the childcare setting.

We at Michael Olaf feel honored to be at the forefront of this endeavor. Together with our customers and their children, we are building something that we believe to be a great help to the future of the world.

We wish you the greatest personal success in providing an environment where you are able to enjoy the unfolding of a joyful and beautiful life together with your children—at home or in your community

Blessings,

Susan

Susan, Jim
and everyone at Michael Olaf

PARENTS' CHOICE SEAL OF APPROVAL

Michael Olaf's publications have been awarded the Parents' Choice Seal of Approval for the 7th year in a row.

For over twenty years, the Parents' Choice Foundation has been the only nonprofit consumer guide to children's publications and products.

This approval is based on the integrity of products and descriptions, appeal to families of all backgrounds, fair market cost, ease of ordering, courteous, informed and prompt service, and careful and ecological packaging.

BABY SHOWERS & BIRTHDAYS

To sign up for the Joyful Child baby shower registry, simply send the name and address of the person for whom the baby shower is being given, the date of the baby shower, and the wish list of items from *The Joyful Child*.

Then send the Michael Olaf phone number, and photocopies of a few catalogue pages if you like, along with shower invitations.

This can also be done for children's birthdays, and even adult's birthdays (a request by wise ladies who do not need gifts for themselves but who collect good books and toys for grandchildren and other young friends).

Michael Olaf

65 Ericson Court, #1, Arcata, California 95521

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http://www.montessori.edu

THE JOYFUL CHILD

Michael Olaf's Essential Montessori for Birth to Three, 1999 Edition

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Michael Olaf and sisters Ursula and Narda who started the Michael Olaf company in 1983 (photo 1990)

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PRINTED ON RECYCLED PAPER

PARENTING

Every time a child is born
it brings with it the hope that God
is not yet disappointed with man.
—Rabrindranath Tagore
Poet Laureate of India
and Montessorian

Physical safety and good nutrition come first in importance in raising healthy children. Just as important is the creation of an environment which provides emotional support and fosters joy.

Our main goal at Michael Olaf is to help parents and teachers learn to observe children, to discover clues to the unique gifts, needs and patterns of development of each child as an individual.

As parents get to know their children at a deeper level they also get to know and understand themselves in a new way. To become a good parent one must first know oneself, balance ones's personal life, primary relationships, and friendships. As we learn to call forth the best in ourselves, we are able to discover ways to call forth the best in our children.

Each child is unique, and there can be no easy recipe for how to treat her. Intellectual *recipes* are abundant and contradictory. The most important advice is to learn to *Follow the child.*

The Absorbent Mind

Children in these early years literally absorb the life around them. An adult can never be too kind, too respectful and too wise, to be a role model or caregiver. When children are not with their parents, attention must be paid in setting the highest standard of expectation for any other adults with whom children spend time. The environment we create for our young children is the environment they are going to create for their children, and on, and on.

A Sense of Order

In the first three years of life children have a very strong sense of order—of both place and of time.

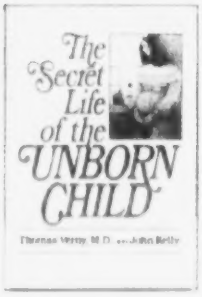
An infant can become very upset over things that we would not notice; for example the child who cried because an umbrella which he had seen many times closed was opened for the first time. A child may become disturbed as a result of being bathed *after* a meal when she has become accustomed to being bathed *before* a meal.

These children do not have any other motive than to try to make sense of the world, to create order. When the child figures out where everything belongs and how the day goes he develops a feeling of security that allows him to go on to the next stage of development.

Wise parents recognize this stage and support the

Children naturally treat others the way they themselves are treated. This child is gently helping a younger sibling learn to blow his nose.

SECRET LIFE OF THE UNBORN CHILD



How you can prepare your unborn baby for a happy, healthy life. By the pioneering physician, Dr. Thomas Verny. Your baby is: capable of learning, able to warn you of medical problems you and your doctor may not be aware of, able to hear and respond to voices and sounds—including music, sensitive to his parents' feelings about him, capable of responding to love.

The choices you make today about your child's birth may make a vital difference for years to come. You can prepare your unborn baby for a happy healthy life. This is a great gift for any loving, caring, prospective parent and will change the experience of pregnancy and childbirth forever. Softcover, 230 pages.

GB04 **$12.95**

LOVE CHORDS

Classical music and creative exercises to stimulate, communicate, and enrich the bond with your unborn child.

An unborn child is a sensing, feeling, aware and remembering human being influenced by his/her environment. Studies have proved that music played to the unborn child helps to: facilitate intellectual development, engage the babies attention, communicate a mother's and father's love, develop learning, language, and memory skills, and stimulate musical abilities.

Dr. Thomas Verny, author of *The Secret Life of the Unborn Child*, an expert in pre- and peri-natal psychology, has collaborated to create this collection of music and exercises to enhance the bond between parent and child. It features the music of Handel, Bach, Vivaldi, Mozart, Boccherini, Albinoni, and Corelli. Each composition is designed to produce a relaxed state of mind, an uplifting mood and a readiness to focus and communicate with your baby. It includes a 24-page booklet of nine months of exercises. 45 minutes.

(*) GB075 Love Chords Cassette **$10.95**
(*) GB080 Love Chords CD **$20.95**

YOUR AMAZING NEWBORN

This book celebrates a baby's extraordinary abilities in the first hours and days of life. The results of this fascinating research are illuminated by over 120 exquisite photographs, all of babies less than two weeks old. It actually begins with images of fetuses comforting themselves in the womb. We then see newborns less than one hour old crawling unassisted to the breast, recognizing the voices of their parents, and shutting out unwanted sights and sounds. Parents will learn how to observe the first spark of recognition that ignites a lifetime bond. Hardcover, black and white, 109 pages.

(*) GB050 **$20.00**

child's internal creation. They put thought into the arrangement of the environment, and into daily routines, being sure that something begun can continue to be done in that way.

Above all they become good at putting themselves in the place of the child to try to understand what he is learning and to be able to respect his pace and needs.

The Changing Environment

As the child grows and changes, the environment will change to reflect his needs, not only the physical environment but the intellectual, social, and emotional environments as well. The child constantly grows in independence and responsibility, and it is a challenge to keep up with this growth.

Parents who learn to observe their children will be able to tell if a toy is still appropriate, or if furniture is still of the correct size for their growing child. They will recognize when the child is ready for the next step toward participation in the life and work of the family.

Adults who are trying to learn to be good parents are doing so because they care about others. No matter how much we all try to be perfect we must learn to be easy on ourselves, to not waste time wishing we "had only known," to learn to laugh, to pick up the pieces, and to begin again.

Those who know have a responsibility to teach, and we hope that you will continue to learn, to enjoy your roles as caretakers of children, and to share your wisdom with others.

Becoming Parents

Today, young couples need all the help society can give them to prepare for being parents. Geographically removed from family, isolated from neighbors, tantalized by glamorized pictures of family life in the media, and usually trying to maintain a good standard of living by both parents working, many couples are ill-prepared for parenting.

At the same time it is becoming more and more obvious that the first three years of life have the greatest influence on the entire life of a person. We must all share what we know about this period of life with anyone who will listen—from adolescents to adults.

Great strides have been made in preparing parents for a more natural childbirth, and in alerting them to the importance of breast feeding, but parents also need more information about the first hours, days, months and years of life.

Time and energy put into the beginning of a child's life are the greatest investment anyone can make for his future.

Preparing the Home to Welcome the Newborn

Of all the baby equipment on the market today which new parents often think they need, very little is necessary or even good for the new baby.

One day as I was watching the joyful, exuberant actions of a new kitten in our house I couldn't help comparing it to the curiosity and needs of the young child. The kitten tested itself against the challenges of moving in every possible way around the living room, carefully examining each object and the best way for its body to move over, under, and around it. I was reminded of watching babies moving freely in Montessori parent-infant environments.

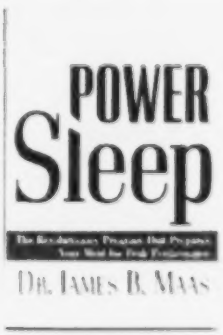
TOUCHING

The Human Significance of the Skin

This very stimulating and provocative book by Ashley Montagu, is highly recommended for anyone involved with newborn babies in any capacity.

Parents of babies and young children can gain insight into the nurturing needs of infants. This is the revised and updated edition. Over 300,000 copies of this book have been sold and it is used in the Montessori Assistants to Infancy training course. Softcover, 470 pages.

GB11 **$16.00**



POWER SLEEP

If anyone needs information on the all-important need for sleep, it is new parents. This book is based on the diligent research of hundreds of sleep researchers who have advanced our knowledge of sleep in the last few decades more than in all of past history. An important books for anyone dealing with children, it has specific tips for exhausted parents of newborns, infants, and toddlers. We recommend reading it **BEFORE** the child is born. Softcover, 5" x 8," 252 pages.

(*) GB150 **$13.00**

BABY GAMES

The Joyful Guide to Child's Play from Birth to Three Years

This book will guide parents to make the most of that valuable time together during the first two years. It contains hundreds of very specific suggestions of things parents and children can do together, from songs and poems during diaper changing, to age-appropriate celebrations of traditional holidays. It will bring you closer together with music, baking, art, poetry, and quiet times. This is a good book for both the new and the experienced parent. If we were to write a book of experience-sharing ideas for the parent and the child from birth to age three it would be very similar to this one. Softcover, 8" x 9", 182 pages.

GB350 **$12.95**

Imagine how the natural development of kittens would be affected if they were confined to such things as kitten cribs with covers, kitten slings, swings, walkers, and pacifiers. I have continued to think about how we can help babies to explore with their bodies, to develop grace and confidence in movement. The newborn has a lot of important work to do, and we can help this work by providing the most natural environment.

While in the womb a child has already been exercising muscles and listening to sounds. After birth she will gradually learn to move on her own and to explore, with every sensorial and movement ability at her command. She will study the room in detail with her eyes and listen carefully to every single sound with her ears. After strengthening arms and legs with baby push-ups, will head for objects to explore further.

To support this visual and tactile discovery it is best if the child's room can stay the same for the first year. So it is very important to put a lot of thought into just how to arrange this environment.

As you go through the process of preparing baby's room, sit or lie in the middle of it and then crawl around, listening and looking in all directions. Will it be safe? Interesting? Beautiful?

Every child follows a unique timetable of being ready to crawl to those things he has been looking at, so that he may finally handle them. This visual, followed by tactile, exploration is very important for many aspects of human development. If we provide a floor bed or mattress on the floor in a completely safe room—rather than a crib or playpen with bars—the child has a clear view of the surroundings and freedom to explore.

A bed should be one which the baby can get in and out of on his own as soon as he is ready to crawl. Besides being an aid to development, this arrangement does a lot to prevent the common problems of crying because of boredom or exhaustion.

It helps to think of this as a whole-room playpen with a baby gate at the doorway and every square inch explored for interest and safety. If the newborn is going to share a room with parents or siblings we can still provide a large, safe, and interesting environment.

Eventually he will explore his whole room with a gate at the door and gradually the baby-proofed and baby-interesting remainder of the house.

These are the beginning stages of independence, concentration, movement, self-esteem, decision-making, and healthful development of the body, the mind, and the spirit.

Communicating with the Baby Before Birth

The skin, the first and most important sense organ, is complete after seven or eight weeks of pregnancy. The sense of smell is ready to function by the second month of pregnancy. The sense of taste is active by the third month. The ear completes its structural development during the second to the fifth month of pregnancy.

It is possible that the fetus absorbs the particular characteristic rhythms of the mother's language. In a sense the fetus is already at work, learning language!

It is thus important to sing to the child even during pregnancy.

The brain's growth during fetal life

LOOK AT THE CHILD

This picture book combines significant quotations with charming photographs of newborn and young children in everyday situations. I have never seen so few words tell so much about parenting. Softcover, 32 full-page, black and white photographs, 64 pages.

GB13 **$5.95**

FIRST MEALS

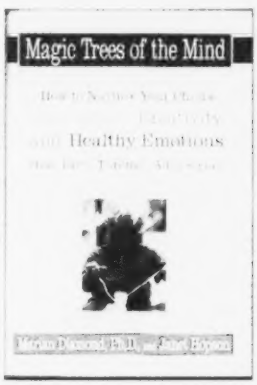
Fast, healthy, and fun foods to tempt infants and toddlers - from baby's first foods to favorite family feasts. We recommend combining the use of this book with the article on page 53 "How I Weaned Myself." This book, written by a mother of three and a Cordon Bleu cook is full of wonderful information on nutrition and children. The main exception to Montessori practice for young children is that baby bottles (which we would use only in an emergency situation) and *tippy* cups are recommended for children.

Hardcover, full color, 139 pages.

(*) GB030 **$16.95**

MAGIC TREES OF THE MIND

How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence



What a remarkable book! This volume should be welcomed by anyone (parents, physicians, caregivers) interested in children.

—T. Berry Brazelton, MD, Professor Emeritus pediatrics, Harvard Medical School

Mental stimulation produces prolifically branching neurons—the "magic trees of the mind"— which are capable of processing ever greater amounts of information as they grow. Under natures' own code of "use it or lose it," a child who experiences appropriate stimulation gains the increased capacity to develop his or her full potential, and is set on the path of lifelong learning. A very readable and fascinating book. Hardcover, 449 pages.

(*) GB061 **$26.95**

is astonishing, with 20,000 cells being added every minute. Dreaming begins at the end of the seventh month of pregnancy."

—Silvana Montanaro, M.D.
Psychiatrist, pediatrician
and Montessori teacher trainer

We know very little about what a baby really experiences during those nine months in the womb, what he senses, feels, intuits, thinks about, understands. Offer the best by singing, playing beautiful music, and talking to him.

Experts who study the acquisition of language tell us that the basis for learning one's mother tongue begins in the womb. In the study of the lives of great musicians it is often found that the exposure to good music also began in the womb.

Parents who learn songs to sing to their babies long before they are born find that these songs are very soothing to the infant after birth.

In 1995 I met with Mrs. Shinichi Suzuki, of the Suzuki Method of Talent Education, in Matsumoto, Japan, to share ideas on environments for young children. Just as with Montessori, the purpose of Suzuki is to create a loving relationship between child and adult, to give the child the joy of accomplishment and developed talents, and, by meeting the needs of children, to help create a more peaceful society. We discussed the best way to help children and agreed that our work must begin before birth.

Preparation of Parents

Research has shown that the extent and quality of care the mother provides the child are strongly conditioned by the way they spend their time together during the first days after birth.

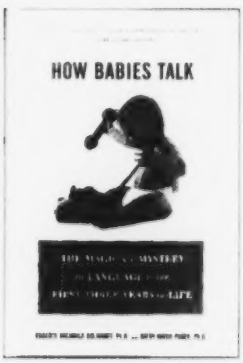
—Dr. Silvana Montanaro

When a couple is getting ready to have a first child they are about to take on the most important role there is. It is strange that so much more time and energy is put into preparing for a career, building a home, or other adult endeavor, than into preparing to be a parent, when it is a far more challenging and long-lasting role. It is very important to start learning about how to parent, before the child is born.

Many of us who had our children *before* encountering the wonderful Montessori ideas, experienced grief that we did not know these things when our children were born, indeed, that our parents did not know them when *we* were born! Our first response was quite naturally to defend how we had raised our children. However, seeing the wonderful results of these ideas in individual children and their families—we are happy to pass on the information to anyone who is interested.

The earliest moments in life, the first minutes and hours, are the most impressionable for both child and adults. This is the time when the basic instincts of parenting are awakened, and the bonding and trust of the infant is developed. Nothing is more valuable in preparing for a happy life. The single most important element in an infant's environment is the loving wisdom of the adult. Nothing material can substitute for time and attention during these early months and years.

NOTE: There is more parenting information in the "Montessori" section at the end of *The Joyful Child*.

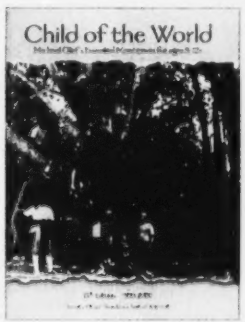


CHILD OF THE WORLD - **Essential Montessori for Ages 3-12+**

Here is the Michael Olaf's catalogue/publication that follows *The Joyful Child* you are holding in your hands. It is used as exam preparation in many Montessori teacher training courses, and a source of materials by Montessori schools.

Child of the World provides an overview of Montessori philosophy and practice from age 3-12, with some information about the adolescent. Topics include: Parenting and Teaching, Preparing the Environment; 3-6 Family Life, Toys and Games, Earth, Plants and animals, People, Language, Music, Art, Geometry and Math; Age 6-12 Family, Earth, Plants and Animals, Geography, History, Biography, Language, The Arts, Geometry, Math, and Invention; Age 12-18+, and An Introduction to Montessori. When you order you will always receive the most recent edition. Some of the books and materials in this edition are suitable for the mature 0-3 year old, and the 0-3 Infant Community. Softcover, 93 pages.

GB010 **$5.00**



HOW BABIES TALK

The magic and mystery of language in the first three years of life. This book begins with the unborn child and traces the exciting development of language acquisition of the young child. It is a required text in Montessori birth-three courses. Hardcover, 6" x 9." Softcover, 234 pages.

(*) GB161 **$25.95**

WONDERFUL WAYS TO LOVE CHILDREN

Here is a down-to-earth guide which offers more than sixty-five inspiring suggestions, from the emotional and moral to the fun and frivolous, to help us bring more love and laughter into our lives with children. Each section is only two pages long, enough to take in and begin to apply. Some favorites are: "Speak Kindly," "Give your Presence," and "Listen for the Spiritual Language."

The author has worked for almost thirty years as a family therapist with seminars on "Parenting with Love and Laughter." Softcover, 137 pages.

GB79 ***Wonderful Ways to Love a Child*** **$9.95**
GB795 ***Wonderful Ways to ... Grandchild*** **$11.95**

Note: You can find other parenting books in the "Montessori Information" chapter.

FIRST YEAR - LISTENING, LOOKING, REACHING, GRASPING

Two-day-old infant gently held on a "topponcino" made by the mother during an Assistants to Infancy Course.

THE FIRST YEAR

The first two years of life are the most important. Observation proves that small children are endowed with special psychic powers, and points to new ways of drawing them out—literally "educating by cooperating with nature." So here begins the new path, wherein it will not be the professor who teaches the child, but the child who teaches the professor.

—Maria Montessori

SLEEP

Imagine what it is like to come from a warm, soft, relatively dark and quiet environment into a completely new place full of lights and sounds and touch, all unfamiliar except the voices of the family.

Sometimes we tend to forget that a baby has already been living actively in this world for months before he is born. It is good for us to imagine ourselves in his place and experience as we prepare to welcome him into our home.

At birth, a baby already knows how to regulate his sleep for optimum physical and mental health. If we respect this intuitive knowledge after birth we are well along the path of preventing the problems of sleeping which often exhaust new parents and babies. If we keep in mind that sleeping is vital for many reasons and should not be interrupted, we will try, as ancient cultures of the past have stated over and over, not to awaken a sleeping baby without a very good reason.

We must be careful not to train a child to be dependent on us to go to sleep. When a misguided parent—quite naturally and out of feelings of love—always holds a baby till she goes to sleep a sleeping problem can quickly develop. To avoid creating this unnatural

TOPPONCINO

A topponcino (to.pon.chi'no) is used from the first day of life to carry the baby, hand her to another person, to burp the baby—to provide safety and security. When the infant falls asleep in one's arms on a topponcino it is very easy to lay her down without disturbing her sleep. It also allows an older sibling to safely and comfortably hold the baby. Most of all it creates a psychological security of steady comfort.

There are two versions available. The "original" topponcino is made of 100% cotton batting, hand quilted, covered with unbleached cotton muslin and hand tied to keep the batting from moving. This mattress must be carefully hand washed and air dried. The "foam rubber topponcino" is made of 3/4" thick rubber foam covered with unbleached cotton muslin. It is also hand tied to keep the cover securely in place. The foam rubber topponcino can be laundered in the washer and dried on low heat.

The topponcino cover is made of fine white cotton with white cotton lace trim. It fits over the mattress securely, like the European pillowcase style. We recommend having two topponcinos and at least 4 covers for a basic layette. Size: 15" x 23".

BT230	**Original Topponcino**	**$24.00**
BT232	**Foam Rubber Topponcino**	**$18.00**
BA234	**Topponcino Cover**	**$9.00**

TWO-STAGE BATHTUB

Babies learn so much about life by how they are treated in the daily activities such as eating and bathing. With this tub even a tiny newborn can safely and securely be washed while lying on the reclining insert of this baby bathtub. The parent can take time to laugh and talk, to tell the newborn what is happening, to make bathing a pleasurable part of each day. When the child outgrows the insert it is easily removed and the tub used for the older infant. It is molded of white plastic with a Hypo-Allergenic pad and a snap-close drain. The tub fits easily into the bathtub, or can be used on a large counter so the child can be face to face with the parent during the bath. 29" x 18" x 6.5"

(*) BT100		**$24.00**

BABY CARRIER

When the baby weighs eight pounds she can be carried snuggled facing the parent. Soon she can be carried as you see here, with clear vision of the world, a well-supported back, and with arms and legs free to move—very important. The baby is carried at a height that is supportive for the child and comfortable for the parent.

Remember: even though contact with the parent is crucial in the beginning of life, the child, from the first day on, also needs to have many hours a day on a flat surface to exercise her many new abilities—to see, listen, stretch, and move—and the psychological space to wake and put herself to sleep on her own according to internal rhythms.

The carrier is made of 100% cotton, machine washable. It is quick and easy to put on and take off by yourself. You can unsnap the front and lay the baby down—without undue disturbance. The color scheme is the traditional dark blue with white trim, or elegant gray pinstripe. More than twenty-five years of development by Baby Bjorn of Sweden makes this carrier the best available.

(*) BT300	**Blue and White Carrier**	**$74.95**
(*) BT310	**Gray Pinstripe Carrier**	**$74.95**

dependence on the adult for such a natural activity as going to seep, it is important to respect, from the first day of life onward, the child's ability to go to sleep on his own. In the home parents can place sleeping mattresses or mats or small futons in several places where the child "lives"—in his bedroom, in the living room, family room, etc. This way the child can observe the life of the family, and doze off at any time a nap is needed. In this way the infant can stay in touch with her unique natural rhythms of sleeping and being awake.

Ideally these places are also interesting places to develop other skills such as looking and reaching and listening—perhaps with a low mirror and a mobile for a baby to watch and later to grasp—and good music, laughter, gentle speech, and peaceful silence.

A great deal of mental work goes on during sleeping and dreaming. All daily experiences must be integrated and all personal 'programs' must be reviewed on the basis of the new information received during the day.

We should not look at newborn infants as small, helpless human beings, but as persons who are small in size, but with an immense mental capacity, and many physical abilities that cannot be witnessed unless the environment assists in the expression of life.

—Dr. Silvana Montanaro

NOTE: Any room where a baby is on a mattress on the floor must be baby-proofed, because one never knows when the infant will begin to crawl.

DEVELOPING TRUST IN THE WORLD

It used to be generally agreed that babies were not aware, or that they had no memories of early life. Now we know that they have the strongest and longest lasting memories of this time. It is common knowledge today that during the first months the child develops his basic attitude toward the world. How can we help a child develop trust from birth on?

For the last few months in utero, the infant has become used to the voices of his immediate family and accustomed to the sound of the mother's heartbeat. In the first weeks after birth the child is reassured by hearing those voices which he has heard during pregnancy, and, while nursing, the mother's heartbeat.

CLASSICAL PIANO SOLOS FOR INFANTS

The following gentle tapes and CDs are carefully selected for children and provide a charming introduction to world-famous music. They are also excellent preparation for a child's later study of music. The morning tape is cheerful and uplifting, and the bedtime tape is calming and peaceful.

G'Morning Johann

AA08	Cassette	$10.00
AA276	CD	$15.95

G'Night Wolfgang

AA09	Cassette	$10.00
AA286	CD	$15.95

SUZUKI MUSIC TAPES & CD'S

These are the first recordings used for children who study the Suzuki Method of learning music, "the mother tongue method of talent education." It is the belief of Dr. Suzuki, as it was of Dr. Montessori, that talent is not genetic, but acquired by guided experience in rich cultural environments. This music is played daily for young children who will later learn to play the songs on the violin or other instruments and this great music becomes as much a part of the children as the spoken language they are absorbing at this age.

There is a wonderful body of music literature in the Suzuki music recordings. In case you don't have a source for these in your community, we offer the first piano and violin tapes for a fine beginning collection of international classical music.

AA13	Violin 1	$12.95
AA19	Piano 1 & 2 on one tape	$12.95
AA20	Piano 3 & 4 on one tape	$12.95
(*) AA13CD	Violin 1 CD	$15.98
(*) AA19CD	Piano 1 & 2 on one CD	$15.95
(*) AA20CD	Piano 3 & 4 on one CD	$15.95

THE WORLD SINGS GOODNIGHT

It is in these early days of life that the child begins to absorb the pitch, intonation, rhythm, all of the sounds of language and music. The love that all peoples of the world feel for their children is expressed through these songs.

The voices of mothers, fathers, grandmothers, and brothers bring a special richness to this recording of present-day lullabies of thirty-three countries, including France, Japan, the USA, India, Italy, Senegal, Argentina, Egypt, Sweden, Canada, England and others, sung in the native tongue.

AA12	World Sings, Cassette	$10.00
AA266	World Sings, CD	$16.95

LULLABIES OF DIFFERENT CULTURES

Each of these three CD's provides a wealth of music of perhaps the child's own family heritage, or that of friends and relatives, in the original rhythms and languages. Each is a full hour in length and contains a leaflet of information about each song. African lullabies come from all over the African continent and feature the music of Ladysmith Black Mambazo, Ayub Ogada, and others. The Celtic collection of lullabies is from Ireland, Scotland, Wales, even a song in the Manx dialect of the Isle of Man. The Latin songs are from Brazil, Spain, Puerto Rico, Venezuela, Cuba, and Argentina.

(*) AA210	African Lullabies CD	$15.98
(*) AA212	Celtic Lullabies CD	$15.98
(*) AA214	Latin Lullabies CD	$15.98

He will now become more aware of family voices as they sound outside the womb, and of the smells and touch of his parents and siblings.

These experiences create security in the child. We recommend a period of bonding time —days or weeks—with just the immediate family, introducing friends later.

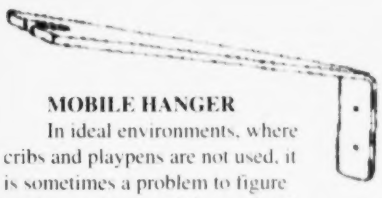
Gentle handling from birth on also builds trust in the world. Talk to the child gently, explaining what you are doing as you dress and change him. Provide soft clothing, peace, and soft lights, in the first days as the child is getting used to the world outside the womb. In some homes the "topponcino" is used to hold the baby, to burp her, to easily hand her to another person and move her when she falls asleep. With this special mattress and gentle handling, the baby gains even more security—by this comfort and by recognizing her own smell on the pillow case of the topponcino. We have begun to use these originally Italian carriers now in this and other countries.

The loving handling of the newborn during a daily bath by the father teaches her that she is loved.

We can learn to listen to the sounds a baby makes, to watch quietly, observe, see what the child is trying to tell us, and to get to know this unique human, giving the message that the child is cherished and the world is a safe place.

CLOTHING

Just as the finest natural cotton is used for the baby's *topponcino*, it is used whenever possible for other clothing and diapers. During the Assistants to Infancy training, little silk undershirts are hand made, the edges hand-rolled and the seams turned to the side away from the baby's skin. Every consideration is given to the sensitivity of the newborn, whenever possible using fine natural fibers for clothing.



MOBILE HANGER

In ideal environments, where cribs and playpens are not used, it is sometimes a problem to figure out how to hang mobiles. A hook in the ceiling will work well for heavy mobiles, and this acrylic mobile hanger is perfect for the lighter ones, including the Orca Whale and the Butterfly mobiles here. This mobile hanger is easy to mount on the wall and provides a neutral background which does not detract from the beauty of the mobiles. It is of clear acrylic, 1.5" wide, protruding 19" from the wall.

BA18 **$8.50**

GALAXY MOBILE

Babies are learning about the world from the very beginning, so we give them mobile figures that really exist in air or water (like the whale or butterfly mobiles). These new images from the heavens are beautiful. They are made of metal which reflects the light and moves easily in the air currents.

The Galaxy Mobile contains a moon, planet, comet and two stars. To give you an idea of the size, the star is 4" across. The mobile comes completely assembled and ready to hang.

BA080 **$30.00**

BENT OAK HANGER

This beautiful hanger is made of oak hardwood. The height is 16" and it extends 10.5" from the wall. It can be used for any of the visual mobiles.

(*) BA120 **$18.00**

CAUTION: These *visual* mobiles should be hung out of the reach of all children.

FIRST MOBILE ORCA MOTHER & BABY

The orca mobile is silkscreened in black, gray, and white, the shades most attractive to the newborn in the first weeks, on heavy solid-core art board —even the edges are hand-colored. The limbs and fins are attached perpendicularly, for three-dimensional visual interest. The mobile comes fully assembled and ready to hang.

First mobiles should be hung well out of the baby's reach but within focusing range. Since we do not recommend cribs, we suggest hanging them from a hook on the ceiling, or from the wall hanger on this page, above the baby's floor mattress or play mat. There could be several in different places in the home where the infant spends time during the day.

BA13 **$10.50**

FIRST YEAR - LISTENING, LOOKING, REACHING, GRASPING

Some babies explore their faces with their hands even before birth and certainly as soon as possible after birth. It is far better to keep fingernails and toenails short and to allow this exploration to continue, than to cover them. The child is constantly exploring his hands and feet, and it is good to have them uncovered when possible in order to learn the skills of turning over, crawling, creeping, pulling up and walking.

MUSIC AND LANGUAGE

In the first year of life the infant is especially interested in the sound of the human voice and in watching the face and lips of a speaking person. We do not think it an accident that the focusing distance of the eyes of a newborn are exactly the space between his face and that of the mother while nursing.

We can feed the child's intense interest in language, and prepare for later spoken language, by speaking clearly, and by not raising our voice to an unnatural pitch or using baby talk. Tell stories of your life, recite your favorite poems, talk about what you are doing, enjoy yourself. Listen: to music, to silence, and to each other.

An adult can engage in a conversation with even the youngest child in the following way: When the child makes a sound, imitate it—the pitch and the length of the sound. After several of these exchanges many children will purposefully begin to make sounds for you to imitate, and eventually will try to imitate the adult's sound. This is a very exciting first communication for both parties. We call it "singing."

It is never too early to look at books together and talk about them. Beautiful board books can be stood on edge for a baby who is not yet able to sit up to enjoy looking at them. They introduce a wide array of interesting subjects to children at the age when they want to see and hear about everything.

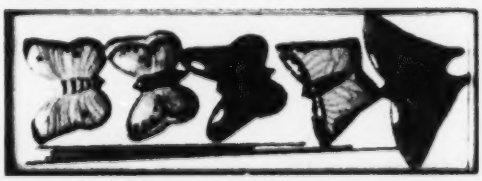
ATTACHMENT AND SEPARATION

The first year of life is marked by amazing growth in independence. First the baby leaves the security of the womb— because it is time to be able to move and grow as a separate organism. Next she learns to crawl, then to pull up, stand and walk. She takes in a huge amount of language which will be used later. Even the basics for learning to feed

BUTTERFLY MOBILE

The butterfly mobile contains two butterflies, Monarch, Orange Sulphur, or Swallowtail, each 9" wide. It is made exactly the same way as the beautiful Orca mobile, and introduces color. It is made of solid-core art board—even the edges hand-colored. The mobile comes fully assembled, perfectly balanced and glued to stainless steel rods, ready to hang.

BA14 **$12.50**



WOODEN 3-DIMENSIONAL MOBILES

Each of these beautiful mobiles is made up of five hand carved and painted wooden sculptures from Bali, Indonesia where artisans are world famous for this folk art. The child will be seeing creatures moving through the air, moved by the air currents, in the same way he will see them later moving through the water or the sky.

These are not toys and should be hung well out of reach of the infant, or any other child. They are intended as visual enjoyment, practice in following an object with the eyes, and an experience of real life and nature.

Included with each mobile is a sheet of information giving the common and scientific name of each figure, and a paragraph or more of interesting information. These names can be given to the child as soon as you notice an interest in language.

A portion of each mobile sale will support the conservation efforts of the nonprofit EARTHWATCH. The mobiles come completely assembled and balanced and ready to hang.

(*) BA235	Mobile—Sea Creatures	$26.00
(*) BA15	Mobile—Tropical fish	$26.00
(*) BA135	Mobile—Marine Mammals	$26.00
(*) BA950	Mobile—Hummingbirds	$26.00
(*) BA155	Mobile—Butterflies	$26.00

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Books, conversation, pictures, the special time with parents are important to the young child at any age.

herself and go to the bathroom begin during this period of the child's life.

It takes careful observation and wisdom for the parents to see when a child is taking each new step—and the support and encouragement of the adult is the most effective aid to this vital growth in security and independence. We must give our undivided attention to the infant when we are needed, and then step back when we are not, because the stronger the attachment, the more successful will be the separation.

Most parents today realize the importance of breast-feeding. La Leche (the milk) League classes are available in almost every community to support new mothers. The relationship between the mother and child during the times when the infant is nursing is extremely

Special communication with a son every day
Today a nap on baby's floor bed
(Jim and Michael Olaf Stephenson)

FIRST WORDS BOARD BOOKS

Long before the child speaks, even in the first hours of life, the child is drawn to language. These books give a child the words he needs most, the words he will use first when he starts to speak, expressing his everyday life in the home. Board books like these, with beautiful artwork, can be stood up on the floor mat for the infant to look at very early on.

Each book has six double-page layouts with photographed household objects, each with a single word label. The division of these simple objects into classification helps a child to classify his environment — valuable in the development of logical thinking and general knowledge. Heavy cardboard, 5" x 5", full color.

BB067	***First Words Clothes***	**$3.95**
BB070	***First Words Food***	**$3.95**
BB077	***First Words Kitchen***	**$3.95**
BB097	**1st Word Books Set/3**	**$11.75**

WORDLESS BOARD BOOKS

The most important first books for an infant illustrate daily life of the family. These board books from Europe present pictures from a child's life in a charming and gentle way with lovely watercolor and pastel artwork. Long before she understands the content of these pictures, the infant will be drawn to the lovely shapes and colors. There are no words so parents can just talk about the pictures to their child, naming things.

Each book contains six two-page spreads on thick board, in full color.

BB02	***Playtime***	**$5.95**
BB03	***I Can Help***	**$5.95**
BB04	***On the Farm***	**$5.95**
BB01	**Wordless Books Set/3**	**$17.75**

important, as it is a prototype of future relationships throughout life. Think of the difference in the message if we give our undivided attention to the child, looking at her and smiling, instead of offering the breast while reading, watching TV, or chatting with friends.

Just as we value the psychological needs of sleep, we must keep in mind the psychological effects of eating in the first year. Instead of nursing a child in response to every negative feeling—tiredness, pain, frustration—we should offer loving comfort in those situations and encourage the child to eat only when he is hungry for food. This helps a child stay in touch with his own natural and healthful eating needs.

We must remember that mothers give much more than food to the infant! The mother is teaching the child about love, about relationships, about trust, about communication, about respect for one's body. She does this with every touch, with every word. The relationship with the first caregivers teaches the child about bonding with others in the future.

THE FATHER

A child needs more than one permanent adult in her life for many reasons. Just as the mother has a built in daily time with the child because of nursing, the father may create special daily times to be with the newborn—in order to develop a strong relationship. He will be building much of the same habits of mutual love and trust as the mother.

The father can create a time when he, too, is caring for, loving, talking with the child—by bathing, changing, dressing the child, or just a special daily time to talk, sing, dance or make music—whatever pleases them both.

The more time and love that goes into bonding in these ways at the beginning of life, the happier and more natural will be the gradual separation from adults as the child grows in security and independence.

As we know, there are many nontraditional kinds of families in the world. The important thing is not with whom the child lives, but that there are people with whom the child can safely and securely bond. It is a sad fact that, because of the lack of understanding of the importance of the beginning of life, day care workers and other people who

WOODEN TOY HANGER

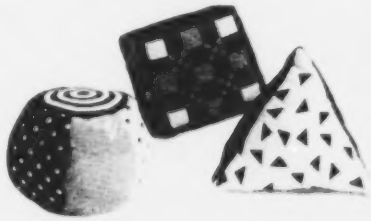
This is the most beautiful toy hanger we know of, and a valuable piece of furniture for the newborn. Wooden Toy Hanger is made of light-colored solid wood and polished with beeswax, which provides a beautifully neutral background (rather than loud, brightly colored plastic), enabling the child to focus on the object he is reaching for. It comes with three hanging toys which can be removed and rotated with others. It can be moved from room to room and taken along on visits so that the child can continue his important work of focusing, reaching, grasping and releasing. The Toy Hanger comes with our own write up of the values and instructions for use. 20" x 20", made in Germany.

BA20 **$80.00**

PATTERN STACKERS

Each of these 4 shapes has a black and white pattern on one side for the newborn, and a brightly colored pattern on the other for the older infant. There are loops so that they may be hung from the Toy Hanger. As the child grows, she will be able to grasp the pieces, explore the variety of textured fabric, hear the different sounds that each makes, and eventually stack them on the base. 12" tall.

(*) BA305 **$20.00**



MIND SHAPES

Mind-Shapes are colorful, huggable, multi-sensorial toys that are certain to capture a baby's attention as they hang from the Wooden Toy Hanger, or from a ribbon over the child's play mat or bed. Each shape (sphere, cube, pyramid) is made of a variety of soft textures, black and white and brightly colored, with its own noisemaker for the child to discover. Each piece is 3-4" wide.

(*) BA308 **$20.00**

care for infants today are not valued in our culture as they should be. They are underpaid and under appreciated. As a result, the profession of caring for the very young often has a very high turnover rate. Babies bond, are separated, and feel themselves rejected as a result. This can happen again and again. Think of what the baby learns about trust and security in this situation.

The more thought, planning, time and energy we put into the care of our children in these early days, weeks, months, the better foundation, physically and emotionally, we will be helping them create.

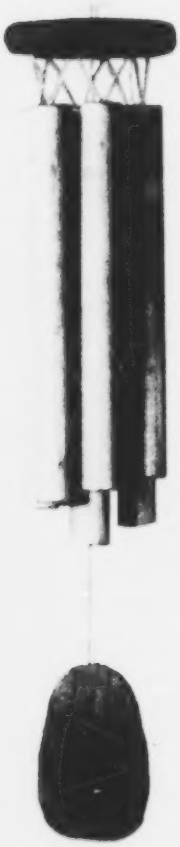
Young people need to think about who will take care of their child as soon as possible in the family planning process.

CRYING IS TALKING

Cultures vary widely in their response to a crying infant—from a belief that crying strengthens the lungs, to absolute incredulity that anyone would let a baby cry for an instant. We suggest that, rather than choose which intellectual advice to follow, one learn to observe and listen. There is no recipe and each child is different.

During a visit to a hospital nursery at the University of Rome during my Assistant to Infancy training, I watched a professor on the course respond to the crying of infants in the following way: first she spoke gently and soothingly to the baby, reassuring him that someone was present. In many cases this was all that was necessary to comfort the child and to stop the crying. However, if this didn't work, the professor made eye contact or laid a hand gently on the child. Often this calmed the infant completely. If not, she checked to see if there was a physical discomfort, a wrinkle of the bedding, a wet diaper, the need to be in a different position.

CHIMES OF THE FOREST

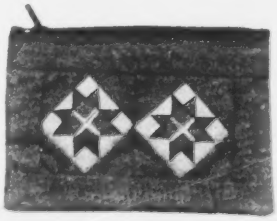


When a baby is first starting to reach, but cannot grasp, it is difficult to find "work" for him. However if the child even lightly touches the hanging wooden pieces of this set of chimes he makes music! To make an intentional sound and by doing so affecting the world in a first small way, is an important step for an infant.

The perfectly tuned, beautifully crafted hardrock maple chimes make a lovely sound, of hollow twigs striking each other. Woodstock chimes. 21" long.

BA356 **$20.00**

STERLING SILVER RATTLE IN A QUILTED BAG



Here is a favorite baby gift, and most precious rattle. Instead of giving an infant a silver spoon or a silver cup as that very special first shower or birth gift, we recommend giving him something beautiful and special to WORK with.

This sterling silver rattle is made in the Southwestern United States by the creators of beautiful silver and turquoise jewelry. Each rattle is hand-etched with a different design on the ends. The tiny, tinkling, delicate sound it makes is very pleasing to the infant. The handle is the perfect size, two inches long, and just the right thickness for tiny hands. The total length of the rattle is three inches. The silver rattle comes in a lovely hand quilted Hmong bag made of brightly colored cotton, with a zip closure.

BR06 **$48.00**

RING & BALL MOBILE

This mobile provides a way for the child, who is still spending a lot of time lying down, to work on developing the physical abilities of reaching and grasping. It is made of three natural wood rings, 2" in diameter, and three colored balls, all hanging from a 4.5" wooden dowel.

BA24 **$16.00**

CANADIAN RATTLES

These lovely, colorful rattles are made of solid wood from the forests of Canada. The first is called the Woogle. It contains 12 beads—each a different color in the order of the rainbow—with large knobs at the ends and two colored rings for the baby to manipulate. It is 6" long. The second, the Ring of Rods, is a square of rods, spheres, and rings. Both of these wood rattles provide interesting grasps for the child.

BR070 Woogle **$9.50**
BR072 Ring of Rods **$9.50**

Solving this problem almost always reassured the child and eliminated his need to cry. Only very rarely was a child actually in need of food.

It is common for an attentive parent to think that crying always means hunger or pain. But the baby could be worried, having bad memories, wet, cold, hot, afraid, lonely, bored. There are many reasons for crying and giving food as a response to every problem is not a good habit (as many adults know!).

An attentive parent who spends a lot of time watching and listening can learn, even in the early days, what each different cry means. Everyone wants to be understood.

MOBILES AND HANGING TOYS

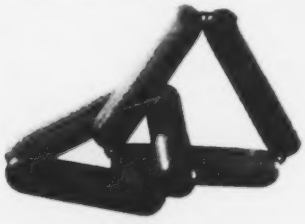
A new baby arrives ready to see and hear and experience all that she can. Carefully chosen mobiles are an important part of a child's first environment. Be sure to look at the mobile from your child's perspective (from underneath) to see if it is soothing and beautiful, interesting and harmonious.

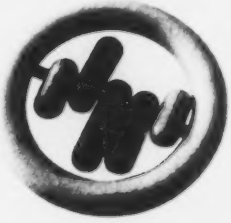
Hanging toys help the child practice the use of the hands while he is still able only to lie down, listen and look. They should be light, moving easily and gracefully in the air currents of the room, simple, uncluttered, and elegant.

LANGUAGE

For the first year, the activities of changing, nursing, bathing, picking up, holding, and dressing are the most important and impressionable times. Ask permission or tell the infant that you are going to pick him up when you are about to do so. If there is a choice, ask him if he is ready to be picked up, to get dressed, nurse, have a bath, even before picking him up. Children know when they are being asked a serious question or being given a choice. As you change or bathe an infant, rather than distracting him with a toy, look into his eyes, tell him what you are doing, have a conversation, ask questions, and give choices.

The value of this communication full of love and respect cannot be overemphasized. It makes a baby want to talk to you, and the desire to communicate is an important part of the foundation for good language development.





HANGING/HANDLING TOYS

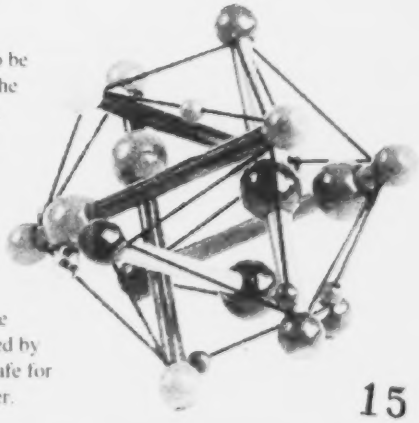
Before the child is able to sit up and explore these two toys with both hands, they can be hung from the toy hanger, or from a grosgrain ribbon from the ceiling, for the infant to reach for and learn to grasp. The Salto ring, and the rods of the triangles rattle, are just the right size for grasping practice. The natural wood ring with colored clappers is called a *Salto*. It is 3.6" in diameter. The length of a side of a triangle is 2.5." Made in Germany, hardwood, and bright colors.

(*) BT020 Triangles Toy $8.50
(*) BT025 Salto Toy $11.00

SQUISH

This exciting multidimensional toy can also be hung above the child before she is able to sit and work with it. Infants are fascinated by the colored wooden rods and balls, and the way the pieces can be moved, the balls sliding along the rods. They enjoy the light sound of the single silver bell and the stretchy cord that holds the toy together. *Squish* is enjoyed by children of all ages and still safe for infants. Six inches in diameter.

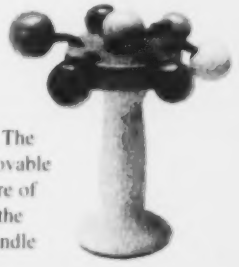
BT04 $17.50

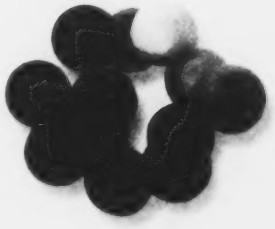


CARELLO

Another favorite manipulative toy for the child is known as *carello* in Germany where it is made of natural hardwood, and rubbed with beeswax. It is about four inches long. The six balls on the top are attached to a movable disc and can be turned around. They are of varying sizes and colors—one each of the primary and secondary colors. The handle is the perfect small size for the infant.

BT06 $14.95





BABY BEADS

A beautiful first manipulative toy, this "string of beads" is made of 12 one-inch wooden beads, each a different shades of color, on an elastic band. This will awaken a sense of color like no other toy, and give practice with grasping an object that just fits in the child's hand. Made in Canada.

(*) BT033 $9.50

TRIX

This very interesting manipulative baby toy turns into three different patterns of triangles. It is made of hardwood, in red, orange, yellow, green and two shades of blue. The maximum size is 4.5". Made in Germany.

(*) BT030 $8.00

FIRST YEAR - LISTENING, LOOKING, REACHING, GRASPING

Good language development also depends on the language the child hears going on around him in these early days, months, and years. Being with the parents and overhearing conversations between them and other adults is as valuable as being spoken to. A parent or older sibling who talks and sings to the infant is also teaching him language. It is truly amazing how much language a child takes in during the first three years of life, blossoming into the complete understanding of a total language in a way that an adult can never emulate.

FIRST RATTLES AND TOYS FOR THE CRAWLING STAGE

In every culture and throughout time, adults have noticed the attraction infants have to rattles. With these favorite toys, hung within his reach, sometimes placed nearby on his bed or mattress, the child becomes aware of his ability to create a sound with an object, and to practice the work of grasping and releasing. Look for rattles that provide a variety of shapes, colors, textures, wood tones, hand grasps and sounds, each presenting a new element of the world to the child.

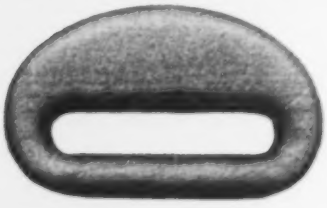
One of the most thrilling achievements in life is learning to move oneself through space to get to a desired object. Infants have many different ways of doing this—backwards, tummy on the ground, sideways, hours of practice lifting the tummy, or legs, or alternating the lifting of one leg and one arm.

Sometimes a child grunts or yells as he works, or falls asleep for a few seconds between "push-ups." The child enjoys the process of experimenting and learning as much as she enjoys the final success of being able to crawl.

We can help the child in this valuable work by not interrupting him as he works and by offering balls and rolling toys that roll at a slow pace, and which are interesting to look at, touch, feel and listen to. If the toy moves too far too quickly the child will give up, and if it does not move at all there will be no challenge.

SAFETY

The most important element of the environment when the child begins to crawl—and one never knows on what day, at what moment, this will happen—is the safety of the child. We must look at the space from the child's perspective and go over it with a fine toothed comb.



TWO-HAND RATTLE

This lovely rattle is one of our longtime favorites. It is large enough to be held by both hands at once and so gives the baby a chance to practice letting go while still holding on to something with the other hand.

The hand-oiled wood grain makes it look like a piece of art. Starting with a single block of wood, this rattle is lovingly shaped, then carefully cut in half, filled with beads which make it rattle, and securely glued back together, even the grain of the wood exactly matching up. Finally it is sanded and rubbed with oil. It comes in a box and makes a beautiful baby gift. 4.5" x 2.5".

BRT8 **$14.00**

SCALARI

This two-hand toy gives an opportunity for practicing a special movement of the hands and wrist—that of twisting. The child grasps the head and tail and then moves them in opposite directions. Hardwood, made in Germany. 4.5" in length.

(*) BT036 **$11.00**

ROUNDABOUT

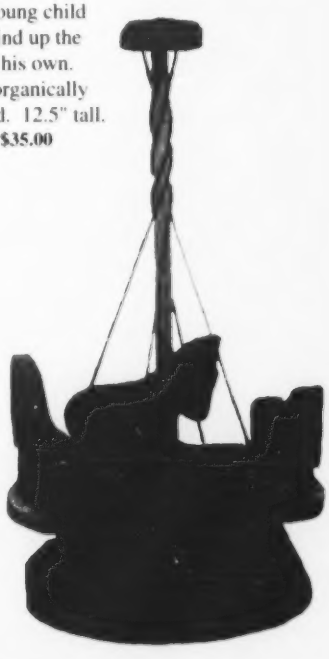
Roundabout is the British term for merry-go-round or carousel. This old-fashioned, hand-carved, traditional wooden toy is made in England, by the Camphill Foundation which began in Scotland in 1939.

The adult or older child can turn or wind up the roundabout and the infant will enjoy watching it unwind, the horses spinning around and moving to a lower level. This is very good for the child's eye-tracking and focus.

Eventually a young child will learn to wind up the roundabout on his own.

Made of organically oiled hardwood. 12.5" tall.

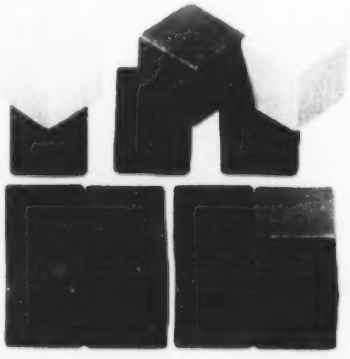
(*) BT050 **$35.00**



BABY'S FIRST BLOCKS

A set of 12 hardwood blocks, two each of the primary colors (red, blue, yellow) and the secondary colors (orange, green, purple). These are fun to grasp and eventually to stack. We recommend putting them, one of each at first, in a basket so the child can exercise choice of color. 1.5" cubes.

(*) BT010 **$12.00**



THE FIRST YEAR - CRAWLING, PULLING UP, STANDING

THE NATURAL ENVIRONMENT

The most important elements in the baby's environment are not objects, but other humans, their love, knowledge, and wisdom. When considering objects, a natural environment is sometimes distinguished more by what objects are left out, than by which are included.

Among the items which are not usually necessary and sometimes even detrimental are: cribs, swings, jumpers, walkers, play pens, baby bottles (except in an emergency), and pacifiers because all inhibit natural development.

It is natural and comforting for a baby to be carried, held and snuggled, but the adult must respect the needs for the child's choice and her other work—exploring the environment visually, listening to sounds, exercising, sleeping, crawling, walking.

Parents are often amazed to see how focused a child can become when concentration is not interrupted. One mother, while taking a baby for a walk in a stroller noticed that he was staring at a poster on a building. When the mother started to move on the baby cried, so the mother allowed him to continue looking at the poster. Twenty-two minutes (!) that baby looked at the poster— then sighed a satisfied sigh and looked away. What was he thinking? What was he doing? We can't know, but we can learn to watch for and respect these periods of intense interest.

This story is an example of support in a natural environment—no special equipment, rather an awareness of what the baby chooses to look at, to work on, at any moment. A natural environment for a baby is one which provides wise and observant adults or older children, and an interesting and safe space for the infant to rest, explore, and develop abilities.

DEVELOPMENT OF MOVEMENT & A CHILD'S TRUST IN HERSELF

There is definitely a relationship between the child's mastery of movement and the development of a good self-image. Free movement, in a safe and limited space, in the child's room, or a baby-proofed living room, will do more than anything else to help the child develop trust in himself.

Free movement means being able to move one's body without artificial movement aids, to be able to move according to developing abilities,

gradually learning to reach and to grasp, to turn over, to crawl, to sit up, and to pull oneself up to a standing position and walk—all on one's own.

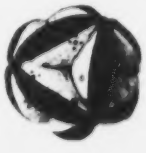
Walkers, and helping the baby walk by holding him up with your hands too often, can give the message that we want the child to hurry in his development, and can make him dissatisfied with his own efforts. They also give the child misinformation about where his 'space' or body ends, and how legs really work, confusing messages that have to be relearned later.

Here is an important quote from a San Francisco paper:

BABY WALKERS BANNED
AT DAY CARE CENTERS

The American Academy of Pediatrics has concluded that baby walkers are dangerous and should not be sold or distributed in the U.S.A.. In 1991, 27,800

PATCHWORK FOLK BALL



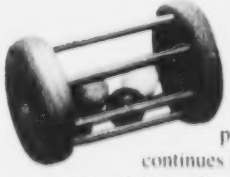
The child can reach into the spaces with his fingers and explore the interesting crevices, the textures and colors. When he is ready to crawl, this ball offers an attainable incentive because it rolls but a short distance. This is a toy with quite a history of tradition with quilt makers in the United States. It is made by an Appalachian crafts group in Kentucky, of a variety of cotton fabrics. The large is 5.5" in diameter and the small, 3." Washable.

BR15 Large Patchwork Ball $12.00
(*)BR240 Small Patchwork Ball $10.00

KUGELBALL

Kugelball is a natural wood sphere with six holes, a small wooden sphere inside. When pushed, it rolls a little way and then settles on one of the holes. It is a very good toy for the infant to explore with her hands, sticking fingers in, exploring new ways of turning and handling. The natural wood grain is beautiful. Diameter 2.5."

BR16 $16.00



ROLLING TOY

Just like the balls, a rolling toy is great fun for the child who is making some progress in learning to crawl. It continues to roll just out of reach, but at a speed that makes it enjoyable for the child to crawl after it. This one makes the sound of wood clacking against wood as the wooden balls roll around inside. It is made of oiled natural wood, with four brightly painted balls, 6" long.

BR13 $13.50

KNITTED BALL

These knitted balls are handmade in England and used in Montessori infant communities in Europe and around the world. They are made of colorful wool yarn and filled with natural lambswool. The large knitted ball is about 4" in diameter, and the small is 3." They should be handwashed in cool water with a wool soap, rung out by hand, and cool or air dried.

(*) BR090 Large Knitted Ball $10.50
(*) BR092 Small Knitted Ball $9.50

Note: Another important ball for this stage is "Baby's First Globe" on page 41.

children under the age of two years were admitted to a hospital emergency room for injuries associated with a baby walker.

What we must do is to prepare the environment to allow the child, under his own power, to practice his developing abilities whenever he wants to. For example a ball that only rolls a short distance will encourage the child who is learning to crawl to reach it and push it forward over and over. Instead of giving your hands to the child who wants to practice walking, create a way for him to pull up on a low table, or a wagon, so that he may practice this skill whenever he wants to instead of having to wait until the adult has the time and interest.

It is very rewarding to see the confidence, balance, poise, the physical prowess of a child who has been allowed to develop in a natural way according to his own efforts.

THE BABY'S WORK

A good definition of *work* is "an activity that involves both the mind and the body, and has some purpose which fulfills the individual." When his concentration is respected, the child will become happier, more peaceful, and more

and more involved with his environment and with life.

It is as if nature had safeguarded each child from the influence of adult reasoning, so as to give priority to the inner teacher who animates him. He has the chance to build up a complete psychic structure, before the intelligence of grown-ups can reach his spirit and produce changes in it.

—Dr. Maria Montessori

As the child grows, her important work continues. She will stare intensely at objects, and at the members of her family, to figure out something, we know not what. She continues to work on vocalizations, hand grasps, body movements—exploration of many different kinds. Let us respect and not unnecessarily interrupt this important stage of development .

Sometimes the child will want to work on the same ability—usually verbal or muscular—for several days until he is finished with whatever he is trying to learn, and then not work on this again for several weeks. Each child is different, and only careful observation will reveal what he wants and what he is learning.

NATURAL MATERIALS FOR TOYS

During these very sensorial and impressionable first days of life, we can enrich the child's experience by providing a variety of interesting textures.

The different weight, texture, and the subtle expressions of natural materials—silk, cotton, wool, wood, metal, is valuable in clothing, bedding, furniture, and toys.

The philosopher Roland Barthes writes in *Myths of Today:*

Toys of today are usually produced by technology and not by nature. They are made by the complicated mixing of plastics which is . . . ugly; they take away the pleasure and sweetness of touching.

It is very dangerous that wood is progressively disappearing from our lives. Wood is a material that is familiar and poetic; it gives a child a continuity of contact with a tree, a table, a floor. Wood does not

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WALKER WAGON

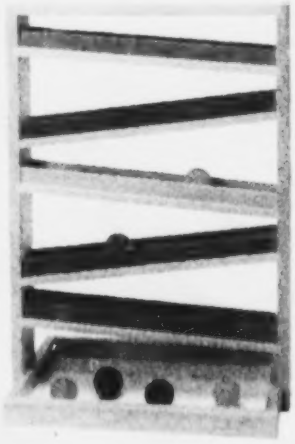
This vehicle will give the child years of use. When she is secure in standing on her own and is ready to learn to walk, the child is given an opportunity to be independent in her attempts, and to practice walking whenever she wants to. It is made of natural wood, with plastic wheels, adaptable as both an aid for learning to walk, and later as a pull wagon. The very stable base is 20" x 12" x 6"; the metal handle height 19".

When the child is learning to walk:
Attach the metal handle and remove the wagon slats (replacing the supporting screws for reattaching the slats later).

When the child can walk alone:
Remove the metal handle and attach the rope wagon handle, reattach the wooden slats.

BT136 **$59.00**

BALL TRACKER



This important piece of material has been used in Montessori infant communities for many years. The large base, ten by fifteen inches, enables a child to practice balancing while pulling up. Placed in the hole on the top, the soft rubber ball moves slowly enough for the child to follow it, or track or follow it, with her eyes. Tracking movements of the eyes are important for later reading and writing. This fascinating activity, repeated over and over by the child, has a calming and satisfying effect. All wood, 23" tall, 15.5" wide.

BT09 **$57.00**

cut, does not spoil, does not break easily, can last for a long time and live with the child. It can modify little by little the relationship between the objects which are timeless. Now toys are chemical and do not give pleasure. These toys break very soon and they do not have any future for the child.

SITTING UP

At some point the child will learn on his own to get into a sitting position. This may happen either before or after crawling and is a great step in independence because the hands are freed for more work.

It is important at this stage to give toys and materials with an intelligent purpose, a goal to work toward—rattles that make interesting movements or sounds, toys with different grasps, and spoons and tiny cups containing a little water to practice eating and drinking.

This is the time also to get the child a heavy, safe chair, like the traditional "cube chair," for working and eating in a new position for a short time each day.

WEANING

As the child learns to sit on his own, the natural process of weaning begins to unfold and the relationship to the adult changes to support the child's growth and independence. Weaning happens quite naturally if we observe and follow the child—and prepare the environment according to his development.

We offer a secure place to sit, simple and easily held eating utensils, and small, daily tastes of new food, thus aiding this exciting process. With observation and respect for the child's individuality, weaning will occur in a proper way and at the appropriate time for each child.

PULLING UP, STANDING, AND WALKING

Each child has an internal timetable which lets him know just the right time to begin to pull himself up and to stand.

The most important thing we can provide is a low bar attached to the wall, or a heavy and stable piece of furniture for safely

pulling up and "cruising" sideways. A heavy wagon with a sturdy vertical handle is the best "walker" for an infant to practice walking whenever they wish.

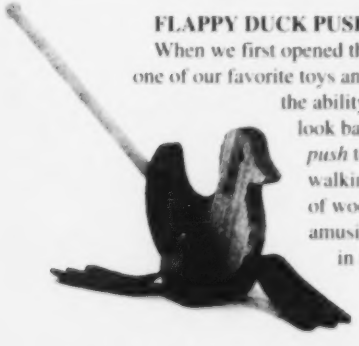
TOILET LEARNING

Notice that we do not use the words toilet *training* but toilet *learning*. By following the individual child's interest the adult can help a child learn to use the toilet at the best time for him.

Babies for thousands of years were left naked or clothed in natural materials which made the child aware of urine and feces. These lucky babies learned to use the community toilet facilities as soon as they could walk.

Because today we spend much of our time indoors and on carpet which must be protected, many babies today are kept in synthetic or disposable diapers which draw moisture away from the skin. Thus they learn to ignore urine and feces and learning to use a toilet becomes delayed and confusing.

We must try to keep toilet learning a natural process, like learning to use a spoon or a cup in eating. It helps to constantly think of it as a natural function rather than an action to be taught by praise, rewards, or any other manipulation. Being naked outside or on



FLAPPY DUCK PUSH TOY

When we first opened the Michael Olaf store years ago this was one of our favorite toys and now we have it again. Before a child has the ability to pull a *pull* toy as she walks, and to look back and see the interesting movement, a *push* toy provides almost the security of a walking stick. This particular push toy is made of wood with leather feet which make an amusing "flap" sound as the duck waddles along in front of the child.

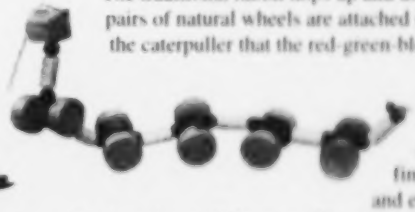
Made in England, 24" in length.

(*) BT080 $27.00

FUNNY PULL TOYS FROM ENGLAND

One of the most interesting elements of pull toys of the past is the entertaining way that they move on their wheels as they are pulled along by the young child. These two handmade wooden toys created in the Rudolph Steiner-inspired Camphill villages in England are good examples.

The traditional rabbit hops up and down as it rolls. The pairs of natural wheels are attached in such a way on the caterpuller that the red-green-blue-yellow body moves back and forth, the tail switching sides as it goes. Children find this very funny and enjoy making people laugh as they pull the toys. The rabbit is 6" long and the caterpuller is 21" long.



(*) BT115 Rabbit Pull Toy $15.50

(*) BT11 Caterpuller Pull Toy $22.00

HERD OF HORSES PULL TOY

Pull toys in general are very exciting for a child who has just learned to walk, and sometimes even when still crawling. This new pull toy is especially interesting as the child pulls along a whole herd of three horses, each galloping in its own rhythm. Made of wood, each 9" long horse is stained a different color.

BT160 $26.00

a washable floor, using cotton pants instead of diapers, both can aid the awareness of body functions. A parent's negative response to the odor can be interpreted by the child as a negative response to *him* because he does not separate himself from his urine or feces at this age.

If a child becomes accustomed to having a small, stable potty seat in the environment, if he is familiarized gradually with the process of sitting on it naked, he can more easily teach himself to use the toilet independently later. Wearing underpants or being naked during part of each day, seeing others use the toilet, all provide an environment in which the child will be able to explore this ability at his own speed and in his own time.

THE PARENTS' NEEDS

I can think of several busy, professional men and women desiring also to be good parents, who were extremely pleased to find that it was beneficial for their children to join them in traditional homemaking activities. What a pleasure it has been for them to revive and share cooking, making gifts, holiday baking, sewing and knitting, gardening, making valentines, fixing and oiling furniture, arranging flowers, building and cleaning, and so forth. Life has become richer for these families by carrying out tasks with the children.

We know that these first years are the most important for any child, but only happy adults can give what is needed. We must not be too hard on ourselves as we try to balance our busy lives. No matter how much parents know, or how much time they give, they are not alone in feeling that it is not enough.

We suggest that prospective parents begin to get in touch with the natural intuition of parenting by spending time with families, discussing, and reading—long before starting a family. The first year of the child's life is not the easiest time to begin to learn what it takes to be a parent, and many of us are ill-prepared by movies, TV and lack of contact with real families. We all need each other.

It takes a village to raise a child.
—African proverb

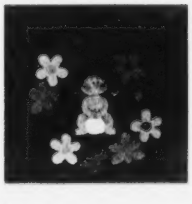
Parents who observe carefully, who listen, and, as they do so, imagine themselves in the place of their infant, will learn that a child is a unique, thoughtful, and creative individual, even before the age of one year. This is truly one of the most joyful discoveries of parenting.

You may give them your love but not your thoughts. For they have their own thoughts.
—Kahlil Gibran

THE END OF THE FIRST YEAR

Once this foundation is laid, future learning for children is easier. These children have a positive self-image, and trust that the world is a wonderful place to be. They trust themselves and their ability to function in this world.
—Judi Orion
Assistant to Infancy Teacher Trainer

ONCE UPON A POTTY



Sometime during the first year the child will become interested in that activity everyone engages in—using the toilet—and in talking about a subject that has long been taboo in social conversation. It is during this stage of curiosity that we begin to talk about, read about, and introduce a potty seat. Then, when the child can walk, and can dress and undress herself, learning to use the potty comes quite naturally—with no "training." These delightful books are a perfect introduction. Hardcover, color, 6.5" x 6.5", 32 pages. One for "her" and one for "him."

BT210 "Her" Potty Book $5.95
BT220 "His" Potty Book $5.95

POTTY

This is the very best potty for children, light, smooth, sturdy, safe-feeling, and comfortable. Its name, "Baby Bjorn," means "baby bear." We recommend putting one in the bathroom long before the child can even walk, and letting the child sit on it as soon as she is interested. At the right time, she will imitate others who are using the larger toilet, and figure out the purpose. It can be used for many years for even older children as a travel potty to keep in the car for emergencies. Please don't confuse this with cheaper models which do not hold up and are not as sturdy or comfortable. Off-white "granite" plastic. For boy or girl.

BT190 $12.00

Note: A potty is placed in the environment from the beginning of life for the child to explore, to become use to. As he begins to stand and walk every child wants to imitate those activities he has seen being carried out around him—and using a toilet is just another fun challenge. With this attitude and experience, many children "toilet learn" early and easily.

FAMILY LIFE

All the activities connected with looking after yourself and your surroundings, such as getting dressed, preparing food, laying the table, wiping the floor, clearing dishes, doing the dusting, etc., are activities belonging to what Dr. Montessori called 'Practical Life', and are precisely the tasks that adults like least. But between the ages of one and four years, children love these jobs and are delighted to be called on to participate in them.

—Dr. Silvana Montanaro

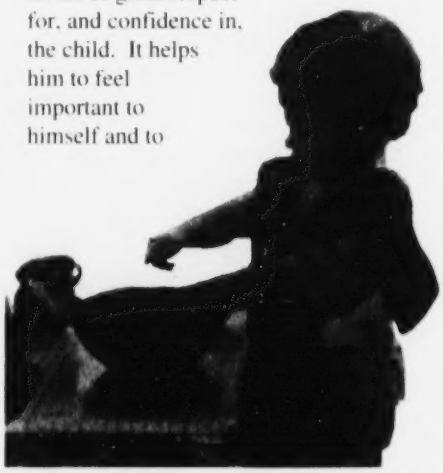
PARTICIPATING IN FAMILY LIFE

Human beings of all ages want to be able to communicate with others, to challenge themselves, to do important work, and to contribute to society. This is human nature at its best.

This desire is especially strong during the time when the child who has been observing all kinds of important activity going on around her has finally mastered the mental and physical skills to stand up, walk, use her hands, and participate in real work.

A child learns self-control, and develops a healthy self-image if the work is real—washing fruits and vegetables, setting or clearing a table, washing dishes, watering plants, watering the garden, sorting, folding, and putting away laundry, sweeping, dusting, helping in the garden, any of the daily work of her family.

Family work, known as Practical Life in Montessori schools, is the single most important area of a Montessori education at any age. Allowing the child to participate in the life he sees going on around him is an act of great respect for, and confidence in, the child. It helps him to feel important to himself and to those around him. He is needed. We can empathize if we think of the difference in our feelings for a dinner guest in our home who is completely served and waited on, or for one who is welcomed in our kitchen to talk and to laugh while we prepare the meal together. In the first instance the guest is separate, the relationship formal. In the second we share our life and the relationship is intimate—a true friendship.



One-year-old washing hands, for fun

THREE AREAS OF FAMILY LIFE

The main areas of Practical Life activities are

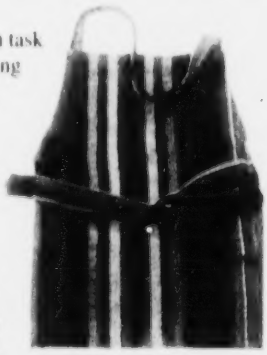
(1) the care of the person— such as dressing, brushing teeth, cooking, etc.,

(2) care of the environment—such as sweeping, washing clothes, gardening, and

(3) grace and courtesy—such as walking, and carrying objects, gracefully, using good manners, offering food, saying "please" and "thank you."

Children have always shown us their interests in *practical life* by pretending to cook and clean, taking care of a doll, carrying out adult conversations, etc. But when given the chance they would much rather be doing the real work of the family and community, instead of

TINY APRON



An apron makes each task special. Donning and taking off an apron marks the beginning and the end of important work. These aprons are used for children from age one to three for preparing food, setting the table, washing dishes, painting, and so forth.

The neck band easily slips over the child's head. There is one strap with a Velcro fastener at the end so that the children can help each other fasten the aprons, and a child is able to fasten it on himself.

The fabric is mercerized cotton in beautiful colors, woven in Guatemala. The aprons are made here and preshrunk, for easy care. The body of the tiny apron (for ages 1-2) is 13" long, the small apron (for ages 2-3) is 18" long.

CR48	**Tiny Apron**	**$12.00**
DR01	**Small Apron**	**$13.50**

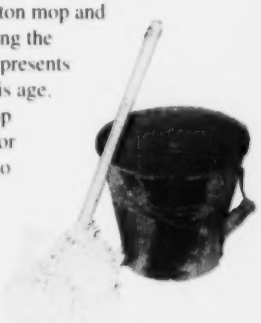
HANDWASHING SET

This stainless steel bowl and pitcher is a practical replica of the handwashing bowls and pitchers used before running water. It is very useful for washing up before setting the table, after playing outside in the sand or gardening, or inside, permanently set up on a table with a little plate for soap, a towel, and a bucket for emptying the dirty water. Also useful for washing food and other objects. The bowl is 9.5" in diameter, and the 18 ounce pitcher 4.5" tall.

CR630	**Pitcher**	**$15.00**
CR640	**Handwashing Bowl**	**$5.00**
CR650	**Handwashing Set**	**$19.50**

TINY MOP AND BUCKET

A small cotton mop and bucket set is among the favorite birthday presents for children of this age. This tiny first mop works perfectly for the one year old to clean up spills in the bathroom, kitchen, anywhere.



Show the child how to clean the cotton mop head, squeeze it with both hands, and hang it by the wooden handle on a hook, over the metal bucket to dry. The mop is 11" long. The bucket is 5.5" tall, all metal with a wooden hand grasp on the handle, and comes in a choice of three colors.

CR06	**Tiny Mop**	**$3.00**
DR37	**Red Bucket**	**$9.75**
DR38	**Blue Bucket**	**$9.75**
DR40	**Yellow Bucket**	**$9.75**

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pretending. A child would prefer to remove real dust from a dusty shelf with a real child-sized duster, to help collect the dirty laundry, or to fold it, to take part in preparing real meals, rather than to pretend to do these things with toys.

. . . but I know happiness
does not come with things.
It can come from work
and pride in what you do.
—Gandhi

THE WORK ENVIRONMENT AND CONCENTRATION

One of the most calming activities for a child is concentration. This does not include passive, non-participatory concentration such as watching television or videos. The action must be something which is controlled by the child so she can repeat it as often as necessary, and it must challenge her body as well as her mind.

The choice of activities is not as important as the level of concentration brought forth. Deep concentration can occur while digging in the sand, washing carrots, stringing beads, coloring, doing a puzzle. The Montessori Assistant to Infancy gives lessons which are well thought out, logical and clear, she creates an environment which fosters work, and she is always on the lookout for a child beginning to concentrate. When this happens she protects the child from interruption because she understands the place of this experience in creating balance and happiness in the child.

The availability of a special little table kept cleared off and ready for work can help the child focus on her work and stick to it until she is finished. It is a natural consequence that, if the work is not put away, the space will not be available for the next activity.

An apron, used for cooking, cleaning, woodworking, gardening, etc., sometimes helps the child concentrate by marking the beginning and the end of a task. It also elevates the importance of work in the child's eyes. When a child's work is seen as important to the family, so is the child.

An apron should be made so that the child can put it on and fasten it by himself: he can work whenever he wants to. A hook for hanging it on the wall keeps it always ready.

At this age aprons may often be worn in a way that really doesn't protect the clothing. No matter. The purpose, at least at this age, is not cleanliness as much as it is to mark the beginning and end of a task, to help the child focus on the work, and to lend a feeling of respect to this "real" work. This is what counts.

A two-year-old girl teaching a one-year-old how to sweep, in an infant community in Mexico City.

MATERIALS

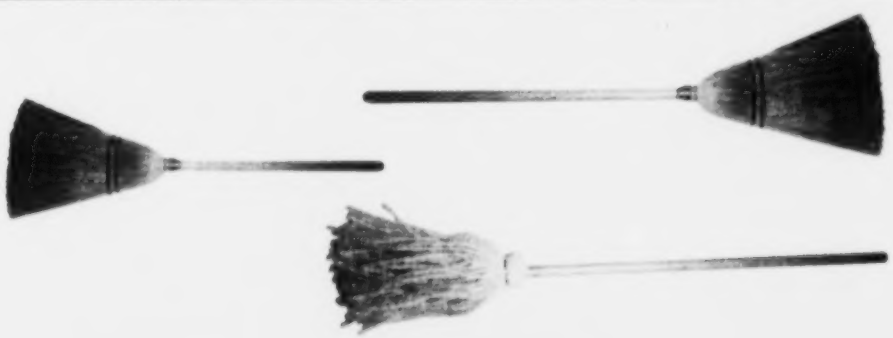
Whenever it is safe, we give beautiful, breakable materials to the child, respectfully sharing with him what the rest of the family uses—pottery, glass, metal, real tools.

RED BUCKETS SET

These high quality painted metal buckets come as a set of four. They can be used in many different ways. The small one could be kept next to the back door with a sponge, ready to clean up rain droplets or muddy boots. The large one works well with the cotton mop. The two middle size ones can be kept in other places in the classroom, the garage, the bathroom, or in the car for going to the beach. The largest red bucket is 7.25" tall and the smallest 4" tall. Made in China.

Comes as a set of 4 red buckets.

(*) CR101 **$16.00**



BROOM, MOP, BRUSHES

These brooms, mops, and brushes—just like mother's or father's—are probably the favorite toys of all. They are made for us by a manufacturer of adult brooms and are real tools. The small broom handle is 21" long and the tiny broom handle is 15" long. The small string mop is 22." Both the rectangular (white bristles) and the oval (yellow bristles) brushes are 2.5" long and have wooden handles. They can also be used as vegetable brushes.

CR07	**Broom, Small**	**$5.50**
(*) CR10	**Broom, Tiny**	**$5.50**
CR08	**Mop, Small**	**$5.50**
CR596	**Rectangular Brush**	**$4.00**
CR606	**Oval Brush**	**$3.00**

There is a great increase in the self-respect of the child when she is allowed to use our things, instead of being given plastic substitutes. There is also a corresponding respect for, and caring for, the materials when they are beautiful and breakable.

Children and parents can work together to make these things, throwing pots, cutting out and hand hemming aprons and dust cloths. In days past the aprons, cloth napkins, polishing cloths, were decorated with embroidery by teachers and members of the children's family. In the Montessori Assistants to Infancy training, students still do this - adding special touches to the items they make for infants and young children.

Often in the home we need to think carefully about how to arrange the children's practical life supplies. If the parent is a woodworker, or a gardener, a few good-quality but child-size tools can be kept in a special place near the parent's tools, easily within reach. He can be shown how to use them along with the parent, and how to clean them and put them away when the work is finished.

We can do the same with tools for cleaning, preparing food, cooking, setting the table, any everyday activity. We can either adapt our tools, cutting off the handles of good brooms and mops, or make or buy suitable ones - a small apron, smaller metal buckets, watering cans, kitchen tools, and so forth. For a child, just a few minutes a day working with parents on important "adult" activities can have a great benefit and begin a new way of communicating and living together.

I am wearing an apron.
This is important work.

A PLACE FOR EVERYTHING AND EVERYTHING IN ITS PLACE

Ideally, whenever a toy or tool is brought into a home the family decides exactly where it will be kept. Any great artist, or car mechanic, knows the value of being able to find his tools ready for use exactly when he needs them. Children are the same, and their sense of order is far more intense at this age because they are constructing themselves through work.

In our home for many years we had to show guests where the dishes were kept because they were all in the low cupboards, within reach of the children. Dangerous cleaning supplies of course were kept out of reach, but everything else in the house was kept within reach of the children and their friends.

THE CHILD'S PURPOSE

The child's reasons for, and methods of, working are different from ours. We adults will usually choose to carry out a task in the most efficient and quickest way. A child, on the other hand, is working to master the activity and to practice and perfect her abilities. She may scrub a table for hours, but only when she feels the urge. She may sweep the floor every morning for two weeks and not

ENAMELWARE FOR CLEANING PROJECTS

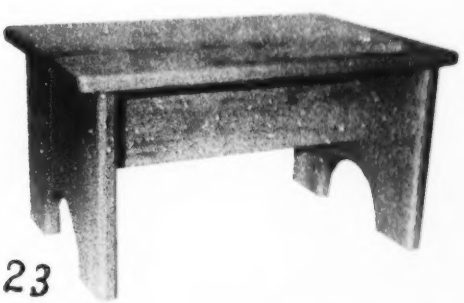
In the Montessori environment for the child from 1-3, there are several tables set up just for particular activities such as washing hands, washing dishes, washing cloths, vegetables, and some of the many materials in the classroom. This special enamelware was inspired by traditional Graniteware made over a century ago. The style is the classic speckled blue or green enamel finish over heavy gauge steel, for beauty and endurance. The small basin is 6" in diameter and the large 7.6." The buckets come with lids; the small bucket is 5.5" tall and the large 7" tall.

(*)	CR020 Small Blue Basin	$2.50
(*)	CR022 Large Blue Basin	$3.75
(*)	CR024 Small Blue Bucket	$8.00
(*)	CR026 Large Blue Bucket	$10.50
(*)	CR030 Small Green Basin	$2.50
(*)	CR032 Large Green Basin	$3.75
(*)	CR034 Small Green Bucket	$8.00
(*)	CR036 Large Green Bucket	$10.50

TINY WORK TABLE/STOOL

A child can easily carry the tiny work table anywhere in the room, wherever he wants to work. It holds the supplies and delineates the work area for polishing a mirror, doing a puzzle, drawing, helping to cook, any number of important tasks. We have seen it used in a variety of ways, from a place to hold the window cleaning supplies in an infant community in Japan, to a set up for cleaning plant leaves in Colorado. This beautiful stool can also be used for sitting on—NOT for standing on. It is a great piece of furniture for the young child. The stool is 7" high with a 8" x 12" surface.

CR49 **$47.50**



again for a month—because she will be occupied with mastering something else. If we expected her to keep carrying out every new activity every day, there would be no time for sleep.

There are many physical, emotional and mental values in work. Through these activities the child learns to be independent. There can be no intelligent choice or responsibility at any age without independence in thought and action. She learns to concentrate, to control muscles, to focus, to analyze logical steps and complete a cycle of activity.

It is precisely because of the valuable work in *practical life* that children in Montessori homes and schools are able to concentrate, make intelligent decisions and master the beginnings of other areas of study such as math, language, the arts and the sciences. But the purpose of this work is the inner satisfaction, and the support of the optimum development of the child. Following a successful, complete cycle of family work, a child becomes calm and satisfied and, because of this inner peace, full of love for the environment and for others.

UNDRESSING - DRESSING

Undressing is easier than dressing and is learned first—sometimes much to the consternation of the parents. Clothing that is easy to remove and to put on oneself enables the child to practice these skills. These are things to consider when picking out any clothing, from shoes to pajamas, to coats, for young children.

A child's efforts at picking out her own clothes and dressing herself are satisfied if the parents hang up, within the child's reach, just two outfits, letting the child decide between them when she dresses in the morning. This is enough of a decision in the beginning. Eventually she will be able to select everything from drawers, hangers, and shelves.

The process of teaching this takes the adult's time and patience in the beginning, but it is worth it for all.

EXPRESSING EMOTIONS

Children also read the adult's mind and emotion and will carry out research to find out exactly what the parent is trying to communicate when they give double messages—for example when an angry parent is trying to appear cheerful.

A child needs to know that it is all right to feel and express anger and frustration. He needs models to learn *how*—walking, scrubbing a floor, hitting a pillow or pounding clay—and *not* hitting another person (spanking included). If an adult goes for a walk or pounds clay, so will the child. If the adult hits the child, the child learns that it is okay to hit to express emotion.

THE NEEDS OF THE PARENTS

The working parent does not always have the time to include the child in everything and should not feel bad about this. We must be easy on ourselves in the home and plan a time when we will really enjoy working together.

Success may come slowly in the beginning, as we learn how to "follow the child." It is helpful to begin with one thing, perhaps putting the napkins on the table for a meal, and gradually add to the tasks in which the child can participate, and little by little take over.

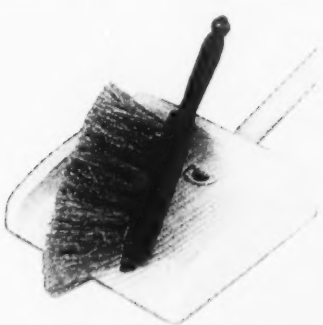
Soon we will begin to learn from the child how to bring our whole selves, mental, physical, and spiritual, to the task of the moment, to focus on each thing we do, and to enjoy each moment of life. Thus the child becomes the teacher of the adult. The needs of the adult are met at the same time as the needs of the child.

WOOL DUSTER

This a real, 8" long, child-sized duster, made by a manufacturer of adult dusters.

The lanolin from the natural sheepskin easily picks up dust. It can be shaken out or gently washed in cold water. The wooden handle has a thong tied to it so that a child might hang it up with the other household cleaning materials.

DR33 **$3.00**



WOODEN DUST PAN & WHISK BROOM

Finally we have found the old fashioned wooden dust pan and whisk set from Germany! The broom and dustpan are usually used unfinished and gradually become darkened, but you may want to finish them to use in the classroom. They come in various natural wood or soft colors. There is a hole in the handle of each so that you may put a cord on them for hanging up. The whisk broom is 8" and the dust pan 9.5".

DR32 **$19.00**

CHILD'S CARPET SWEEPER

This is not a toy, but the very smallest adult carpet sweeper made. The attractive red, steel, 9" x 7.5" base has gray rubber bumper trim, and the handle comes in four sections. Using all four sections would make it adult size, but using two or three make it perfect for children between the ages of two and twelve. It is lightweight and easy to empty and can be used on either a carpeted or uncarpeted surface. A little comb to clean the roller comes with it and snaps onto the handle.

DR34 **$27.50**

FOOD

Adults and Children Working Together

The child can only develop by means of experience in his environment. We call such experience "work."
—Maria Montessori

Practical life work provides valuable opportunities for adults and children to spend time together. We parents often wish for more excuses to be with our children, and to use our hands in the time-honored and calming traditional work of the artist and homemaker. Most of us have some talent we could share, or would like to develop - cooking, gardening, sewing, woodworking, making music. Even half an hour a week of sharing this with a child is a great beginning.

This cooperation can be of great benefit to ourselves, to our children, and to our developing relationship with each other.

Following the Child

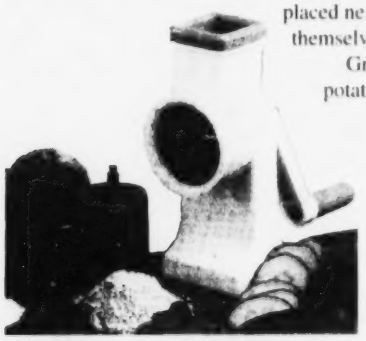
The Montessori Assistant to Infancy is well trained in observing children and knowing just what activity to offer when.

Two one-year-olds proudly set the lunch table for lunch, carrying, stacking, sorting, classifying, and giving to others.

During the training year for the Birth to Three Assistants to Infancy course, aside from 20 weeks of lectures, one carries out 350 hours of observations. This is a very special experience and teaches so much about children. Parents often have too many other responsibilities for this kind of observation in the home. But when they realize the importance of observing, and build it into the schedule for even a few moments each day, the benefits can be great. It is quite a pleasure just to sit and watch, not having to do anything else, and nothing can help a parent more in getting to know his unique child.

NUT AND VEGETABLE SLICER

This quality kitchen tool is made in Germany for the well known Zyliss Company in Switzerland. The slicer is perfect for the young child because it is of the very highest quality, and comes with a suction base which attaches firmly to the counter. We found it in a Montessori infant community where 2-year-olds were happily using it to fix lunch for their friends. The adult can attach one of the three grating drums (fine grate, medium grate, slicer) and set it up for the child with the food of the day to be sliced. The child turns the handle and the food falls into a bowl placed next to the grater. Older children can learn to replace the drum themselves.



Grate nuts, cheese, bread crumbs, carrots, cabbage, even potatoes and beets. Height 7.5", white and stainless steel.
USE UNDER ADULT SUPERVISION.
NOT A TOY.

(*) CR040 $26.00

SNACK PREPARATION

Preparing a snack for the family is a favorite activity for children of this age. With the cutting board and slicer-spreader a child can cut fruits and vegetables, and spread crackers and bread with nut butters and soft cheeses. This carving board is the perfect size and weight for a child's first cutting board. The recessed groove around the edge catches little pieces and liquid. It is made of Vermont hardwood, 12" x 12". As with all good wood, be sure to dry it well after using. A safe alternative to sharp knives for a young child is a slicer-spreader. Stainless steel, 4" long.

CR13 Cutting Board $16.00
CR15 Slicer/Spreader, Set/2 $3.25

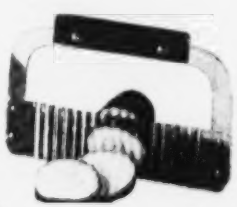
WOODEN NUTCRACKER

We had a nutcracker like this little child-sized one in our store many years ago and are glad to find it again. I remember the day a builder told me excitedly that he was getting it for his young son "to teach him how an inclined plane works!" It is made of natural wood, 2 pieces, 6" x 2.5"

DR890 $8.50

FRUIT/VEGETABLE ZIGZAG SLICER

This stainless steel vegetable and fruit decorator is from Japan, a country world-famous for its beautiful presentation of food. It easily cuts apples, pears, carrots, and other foods into a zigzag shape. Then the child can arrange the pieces on a plate and serve them.



This slicer has a wooden handle and it is wide enough for the child to use two hands to push down easily, providing a careful and beautiful activity. It is 7" wide, and 5" tall.

DR44 $7.50

The Child's Research

Some people call the search for limits "testing," but there is negative connotation to this word. When a child is trying to learn the rules and procedures of the society in which she lives this is a very positive undertaking. It is actually important research.

A good example is the research question "What is the meaning of the word 'No'?" I remember an incident in our home between a good friend and her two-year-old daughter, Julia. The two-year-old had climbed up on the piano bench and was reaching for a bust of Mozart kept on the piano. As she reached toward it she looked expectantly at her mother, obviously for some kind of a response. The mother said "No, don't touch it." Julia stopped, lowered her hand and then reached toward it again. The mother said "No" again, a little louder. Again the daughter reached and looked at her mother. This happened several times with no resolution.

This 2-year-old boy is washing cloth napkins for lunch in an infant community in Mexico City.

I watched this communication, and the confusion on both sides, and offered the suggestion "I don't think she knows what 'No' means and is trying to find out".

The mother laughed and said "Of course." Then she went to Julia, said "No," gently, and, as she said it, picked Julia up and moved her across the room to a pile of building blocks. Both were completely satisfied.

In the first exchange perhaps the child thought "No" meant "I am waiting and looking and expect you to eventually pick up that statue. And I am getting mad at you."

In the second exchange the message was clear. "No" meant "stop doing what you are doing and move away to another part of the room or another activity," (and, thanks to the clear and gentle way of speaking, "I am not mad at you").

BAKING SETS

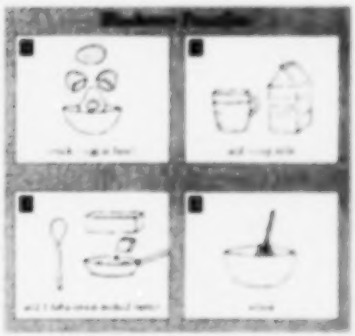
Measuring, cutting butter into flour, shaping, cutting out, baking, and serving biscuits is a favorite activity in Montessori infant communities, and can easily be done in the home. All these tools are made for adults but in child sizes.

Biscuit Baking Set

(Bowl, 5 biscuit/cookie cutters, pastry cutter, rolling pin.) The stainless steel bowl is 9.5" in diameter and 3" high. There are five different cookie cutters and they all have handles. The pastry cutter is made of stainless steel with a wooden handle, and the rolling pin is made in Italy for making ravioli. This set comes with a copy of the biscuit recipe used in Montessori infant communities.

Complete Baking Set (includes the Biscuit Baking Set + spatula, whisk, rubber scraper, and baking pan) contains also a 7" stainless steel spatula, 8" Italian whisk, 10" wood and rubber scraper, and a 15.5" x 10.5" stainless steel, rounded edge baking pan.

CR162	**Bowl**	**$4.50**
CR164	**Circle Cookie Cutters (3)**	**$3.50**
CR166	**Shape Cookie Cutters (2)**	**$3.50**
CR168	**Pastry Cutter**	**$7.25**
CR172	**Rolling Pin**	**$3.25**
CR16	**Spatula**	**$4.75**
CR24	**Whisk**	**$3.50**
CR25	**Rubber Scraper**	**$2.50**
CR176	**Baking Pan**	**$14.50**
CR23	**BISCUIT BAKING SET & Recipe**	**$21.50**
CR235	**COMPLETE BAKING SET & Recipe**	**$45.50**



PRETEND SOUP
AND OTHER REAL RECIPES

What a fun way for parent and child to begin to learn to cook together. Mollie Katzen, renowned author of the *Moosewood Cookbook*, and Berkeley, California teacher Ann Henderson, bring the world of real cooking to a child—with great respect for his abilities and independence. Clear directions are given for the adult to make preparations. Then a child as young as three becomes the head chef by following the pictures and a few words.

There are recipes for quesadillas, popovers, fruit 'pretend' soup, pancakes, zucchini moons, lemon-lime soda, and more healthful vegetarian dishes. Hardcover, 8" x 10", color, 96 pages.

DR24 **$16.95**

Children do not understand the language of reasoning until around age six. They need clear demonstrations along with words.

It is very helpful for parents to realize that their child is not trying to be bad, but she is being a normal, intelligent human being trying to find out how to behave. She is carrying out research.

Teach by Teaching, Not by Correcting

The most powerful tool parents have for sharing their way of life and their values is the example they set. In every waking moment of the child's life, especially in the first three years, she is learning and becoming more and more like those people she finds around her. She will imitate the way of walking, moving and talking, the vocabulary, the handling of objects, the emotions, manners, taste, the respect and consideration (or lack of) for others, and on and on. The first important thing we can do is to surround her with the kind of people we want her to emulate. These are her first teachers.

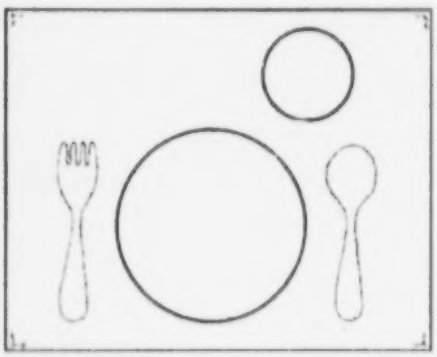
The second is to avoid correcting when the lesson can be taught in another way. (Of course if a child reaches for a hot pan handle we correct!) For example, if a child is continually slamming the door very loudly, the best approach is to: (1) Note that the child needs to be shown how to close a door carefully and quietly. (2) Choose a neutral moment (which means not an emotionally charged moment when the adult is upset by the door-slamming). (3) Give an amusing, exaggerated and interesting lesson, showing the child how to close the door— turning the handle so carefully and slowly that there is no sound whatever. Try other doors, do it over and over, as long as it is being enjoyed by both.

With these lessons you can teach brushing teeth, putting away toys, pouring milk.

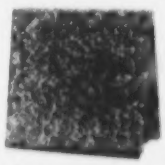
This child moved easily and happily from nursing to using a glass before age one. No bottle

Manners lessons, like saying "Please" and "Thank You," come from the culture in which the child lives. We used to practice over a large bowl of popcorn, offering and thanking over and over and sometimes laughing hysterically at the end of the lesson, at the exaggerated and fun manners.

When parents and children begin to spend



PLACEMATS AND NAPKINS



Children love setting their own place at a table with these special placemats decorated with the outline of a plate or bowl, a spoon and fork, and a glass or cup. These small placemats are silkscreened on softly patterned cotton fabric, hemmed and ready to use. The colors are of summer green leaves, or fall gold leaves. To make the placemats special some parents and teachers embroider over the silkscreened pattern, and add designs at the corners. The placemats are 13" x 10", and the napkins 7" square, printed to match our silverware and dishes. They are 100% preshrunk cotton, machine washable.

CR26	**Placemat, green**	**$8.75**
CR27	**Napkin, green**	**$2.00**
CR280	**Placemat/Napkin set, green**	**$10.50**
CR290	**Placemat, gold**	**$8.75**
CR300	**Napkin, gold**	**$2.00**
CR310	**Placemat/Napkin set, gold**	**$10.50**

FIRST CUTLERY

This small silverware set—a spoon and a fork—is the best quality elegant stainless flatware. It is made in the USA by Oneida Silversmiths, the Paul Revere pattern. The perfect size for the infant and young child.

They exactly match the outlines on the silkscreened placemat, 4.25" in length, and come in a gift box. A favorite gift for a young child is a set of two placemats and napkins, the cups and saucers, and this silverware.

CR34 First Cutlery, in a Gift Box $11.50

MARBLED ENAMEL CUPS AND PLATES

When a child uses a cup with an attached lid (a *tippy* cup) he does not develop care and balance and eventually has to relearn how to drink liquid. These special little enamel cups and saucers can be used from the very beginning and are often the first plate and cup used for a child to set his table as they fit within the circles on the silkscreened placemat. The plate is 4.75" in diameter and the cup 2.25" in diameter. They come only in a boxed set of twelve pieces, six saucers and six cups. The colors are bright blue or green marbling on a white background with black trim around the cup and plate edges.

CR700B	**Blue Marbled Cups and Plates, Set/6 pair**	**$24.00**
CR700G	**Green Marbled Cups and Plates, Set/6 pair**	**$24.00**

CUTLERY

Many infant communities are using this wonderful cutlery for their children as an alternative to plastic or fingers so we have added a set of spoons and forks for this purpose. These utensils are made by the same company as our First Cutlery boxed set, but of a slightly lighter material, and with a different decoration. They are also appropriate for the family so that there are always clean utensils for the young child to use, or to take along for meals outside the home. Sold individually or as a set of 5 spoons and 5 forks.

(*) CR055	**Fork**	**$3.00**
(*) CR056	**Spoon**	**$3.00**
(*) CR057	**Set/5 each, 10 pieces**	**$25.00**

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more active time together the need for these lessons comes up often and can be enjoyed by both adult and child. And life becomes more and more pleasant.

Offering Choices

Another way to show respect for a child, and at the same time exact the desired behavior, is to offer choices.

One summer I discussed this philosophy with my eight-year-old niece. The following day she and I were sitting on the lawn talking and I noticed that she was watching carefully as a mother and small child were having a verbal battle across the street because the child wouldn't let the mother put on her shoes.

Finally my niece said "Look at that silly mother. She is doing that all wrong. She should have said 'Do you want to put your shoes on yourself, or do you want me to put your shoes on?'"

She was right. The normal healthy two-year-old who is just beginning to be able to function independently on many physical and mental levels is not interested in being told what to do, but *very* interested in being given choices.

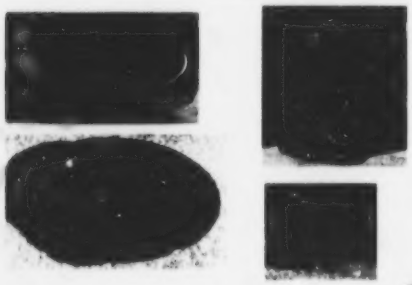
Let us say we are in a situation where a certain action is necessary—such as a child getting down from a table he has climbed up on. The worse approach is to say "Get down from there!" The child will be embarrassed and will try to save face by refusing. Try saying "Do you need help getting down from that table or can you do it yourself?"

Even in casual every day situations giving choices makes the child feel that you respect her opinion.

"Do you want to wear the red gloves or the blue ones?" "Are you ready for bed now or do you want do have a story first?" "Do you want your applesauce first or your pasta?" (Rather than "Eat your food.")

I know of no behavior on the parent's part more assured of creating a peaceful atmosphere in the home of a two-year-old than that of giving choices.

2-year-old making biscuits for lunch



ENAMELWARE

This enamelware for children is used in many homes and infant communities. Intended by the manufacturer as high quality campware for adults, it is the perfect alternative to plastic and glass, safe to keep on low shelves in the kitchen at home for the child to get out whenever he wants to set a table or prepare a snack or meal. Because it is sturdy and unbreakable it does not have to be used under adult supervision. The cereal bowl and dinner plate can be used as serving dishes, and the pitcher, in reality a camping coffee pot, can be used for pouring milk, water, or juice at the table.

The cereal bowl is 7" in diameter, the dinner plate 8.7," the cup 2.5," and the pitcher is 6.5" tall. The color is dark blue with a delicate speckling of white.

(*) CR190	Cereal Bowl	$2.50
(*) CR192	Dinner Plate	$2.75
(*) CR194	Cup	$2.00
(*) CR196	Pitcher	$8.00

STAINLESS STEEL PITCHERS

Pouring is a favorite activity for young children, and a useful skill. One of these pitchers placed on the table for milk, water, or juice, adds elegance and gives a child important practice in pouring. These tiny pitchers are also handy for sauces, gravies, syrup, even pouring raw rice or beans for practice. They are made of stainless steel in India. The smaller one is 2" tall and holds 2 fluid ounces. The large pitcher is almost 3" tall and holds 4 fluid ounces.

DR51	2 oz. Pitcher	$4.50
DR50	4 oz. Pitcher	$5.50

NOTE: Porcelain or other glass dishes should be used only under adult supervision.

WOODEN BOWLS

These lovely bowls can be added to any table, formal or informal, for serving snacks. They can also be used, several on a small wooden tray, for sorting beans, shells, buttons, holding wood, glass, or metal polish, and so on. All of maple hardwood. The Small Wooden Bowl is 2.5" in diameter, the Tiny Bowl is 1.5".

DR806	Small Bowls/2	$3.00
DR796	Tiny Bowls/4	$4.00

FIRST PORCELAIN DISHES

Real porcelain dishes and cups are not for the child to play with, but are to be used, under adult supervision, for the child's daily or special meals. Porcelain dishes are used in Montessori communities because the children control their movements and focus much more when they know they are using important and breakable items. The children rise to the responsibility with pride. They even wash and dry them when the meal is over and put them away on a low shelf.

The white porcelain lunch plate is 6.5" in diameter and has a slight ridge to help the child get the food onto the fork. The white porcelain bowl, for soup or cereal, is 5.5" in diameter. The cup fits the cup circle of the placemat in this section.

CR36	Porcelain Lunch Plate	$4.25
CR37	Porcelain Bowl	$4.25
CR38	Porcelain Cup	$3.00
CR385	Porcelain Dishes Set/3	$11.25

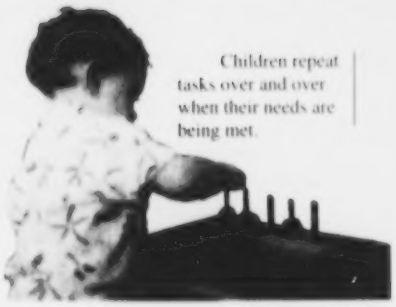
(*) = new items

TOYS

To aid life, leaving it free, however, to unfold itself, that is the basic task of the educator.
—Maria Montessori

Selecting Toys

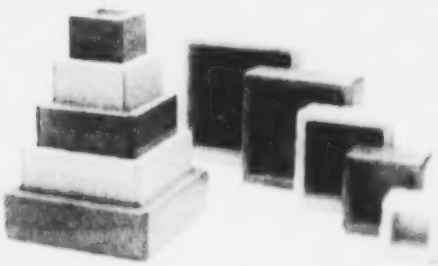
When picking out a toy for a child, imagine just what she will do with it.



Children repeat tasks over and over when their needs are being met.

Does it invite purposeful activity? Decision making? Imagination? For how long will my child play with it? Will it encourage the child to explore, to spend time with it?

Imagination is a wonderful tool of humans, but it cannot be created out of nothing. Creative imagination is based on, and directly related to, the quality of sensorial experiences in the real world. A rich imagination enables one to picture



WOODEN STACKING TOWER

For the very young child, even before the age of three, this beautiful toy consists of five natural wood trays with brightly painted bottoms. They can be nested in several different ways. This a good first exercise in visual discrimination of graduated sizes. They can also be used as containers, and for all kinds of imaginative uses. The tower of five, when assembled, is 9" tall. The largest tray is 6.5" wide, and the smallest is 2.25" wide.

CT36 **$40.00**

SMALL SORTING TRAY

Sorting is a satisfying human mental process at any age and the need to carry out this activity begins very early. With this small sorting tray the adult places, for example, 5 each of two kinds of large nuts in the large well, and the child sorts them into the two smaller wells. You can use large buttons, large shells, many other things found in the home. Made of natural hardwood, 7" square.

(*) CT010 **$20.00**

ROCKY COLOR CONE

This is probably the most popular first *ring and dowel* toy. Because the dowel rocks toward the child it is sometimes easier to reach. We would begin with only one or two rings when the child is first learning the concept, and gradually add the others, the last stage putting the rings on the dowel in order of size. The base is a light natural wood, and the wooden rings are painted bright colors—the order of size showing the order of the color wheel, red, orange, yellow, green, blue, purple. 4" in diameter and 5.5" high.

(*) CT03 **$17.00**

CAPPA

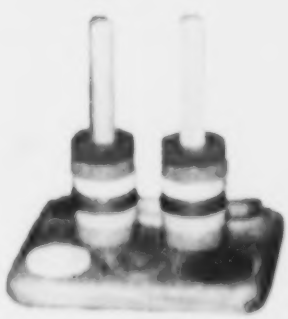
Three toys in one—to combine and put together in myriad ways. Each little person is composed of three pieces to place on a center dowel. The challenge at first is just to put any piece on any dowel. The child can eventually sort them into the blue, red, and yellow cappa persons. Hardwood, made in Germany. Height 4", base 2.5" square.

(*) CT130 **$23.00**

SINGLE POST & TRAY

This is the most beautiful stacking toy we have seen, and its graceful base with an indentation to hold the cylinders inspires focused work. There are three cylinders painted bright primary colors. They fit onto a vertical dowel which is carefully rounded at the top. A very satisfying piece of work for the young child. The tray is 6.5" in diameter, and the height of the toy is 5".

CT37 **$38.00**



DOUBLE STACKER

This more advanced stacking toy has two wooden dowels (6.5" high) on a rectangular wooden base and eighteen wooden rings for the child to place on the dowels. There are also six carved out round indentations on the base for the child to put the rings into. We recommend that you put out only six rings at a time, in the indentations, which satisfies the child's sense of order, and provides "a place for everything." This is a very satisfying activity for a child. The dowels and base are of natural wood. The rings are painted primary and secondary colors.

CT07 **$19.00**

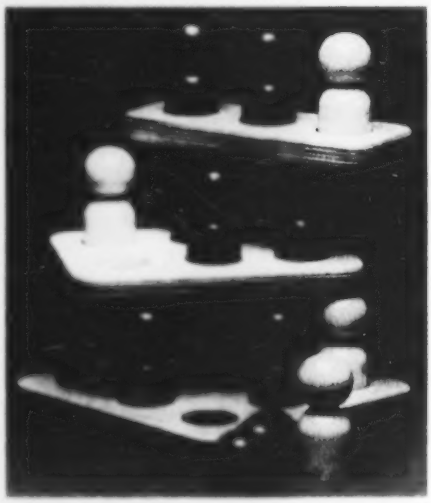
a solution (solving a puzzle for example) and to work toward it. The more experience a child has with real information, purposeful activity, and solving problems, the more useful, creative, and effective her imagination will become.

We picked out rattles and other manipulative toys for the child in the first weeks and realistic mobiles which had different colors and grips—so that the child would be invited by the toy, and challenged to explore. We do the same now. Eye-hand coordination is developed when it is obvious, visually, that a toy goes together in a particular way, for example a cube in a square hole and a sphere in a round hole. It is no small thing for a child to learn to direct her muscles to do what her eyes see should be done. And the challenge of such activities helps the child develop coordination and concentration. All of this must be considered when selecting toys for the child at this important developmental stage.

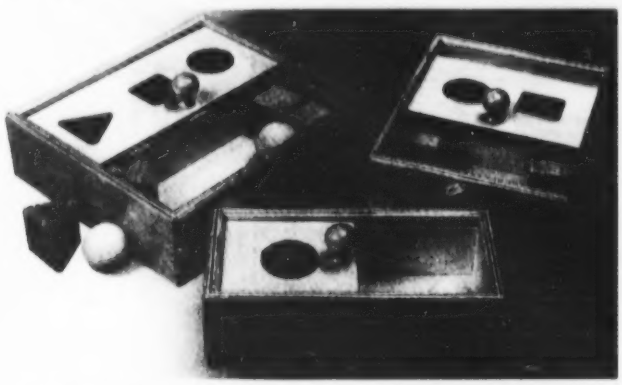
The use of wood instead of plastic helps the child appreciate the natural world, the colors, shades and grains of wood, and the varying weight of wooden toys in a variety of sizes and densities. Quality shows a respect for the child and teaches the child respect for belongings.

PEGBOARDS

This series of three wooden pegboards takes the child from the very first simple placing of three small wooden peg-figures into a matching hole which is a half inch deep—to a rearranging, by color patterns, nine peg-figures in the largest pegboard. With each pegboard there is an equal number of red, blue, and yellow peg-figures. The smallest, three-peg board is 7" x 2.5" and the largest is 7" square. The pegs are 2.5" tall. Made in England.



(*) BT330	3-Peg Board	$19.00
(*) BT336	6-Peg Board	$29.00
(*) BT339	9-Peg Board	$39.00



MINI SORTING BOXES

Easy manipulation by the very youngest child, excellent eye-hand coordination. These three small sorting boxes give a graduated first experience of matching the square, triangular and circular three-dimensional wooden objects with the holes that fit, and the further challenge of dropping them into the box. The lids are permanently attached which makes it easy for the child to repeat the activity over and over without any help from the adult.

The smallest, 1 shape box, is 8" long, 4" wide and 3" tall. The largest is 8.5" long, 8" wide and 3 inches tall. Constructed of hardwood, in England.

CT28	1-Shape Sorting Box	$50.00
(*) CT282	2-Shape Sorting Box	$60.00
(*) CT284	3-Shape Sorting Box	$70.00

THREE MEN IN A TUB

A simple favorite, this classic first peg toy is made of beautifully oil-rubbed hardwood. The pegs of this toy are perfect for the young child just learning to grasp, and later learning to fit an object into a corresponding hole. The base is 4.5" long and the pegs are 2 .25" tall.

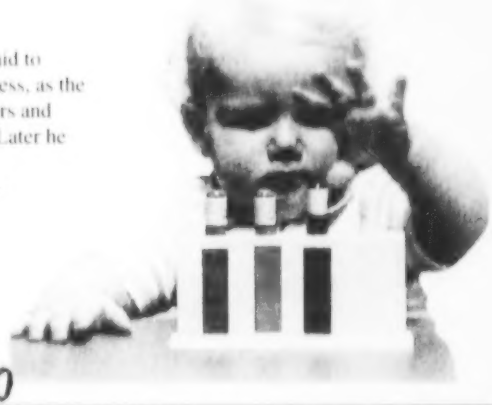
BT15	$9.50

POP-UP TOY

Crafted in hardwood, an excellent aid to hand-eye coordination and color awareness, as the child learns to grasp the wooden cylinders and place them in the corresponding holes. Later he will learn to match the colors.

The little "people" cylinders can be pushed down, and they pop back up because of the action of concealed springs. The main box is 6.5" long and 3" high. The colored (green, red, yellow, blue) cylinder people are 3" tall.

BT14	$17.50



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AGE 1-3 - TOYS

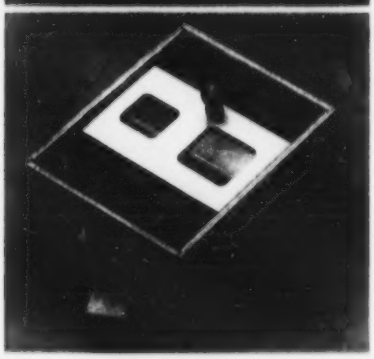
Beauty and durability are important at all ages for the child's tastes are being formed at this time of life. A beautiful home or a beautiful world can only be created by those who have learned to appreciate the satisfaction of living with simple, natural beauty.

Organizing and Rotating Toys

Toys should be kept in the area where the family lives, not only in the child's room. Shelves are much more satisfying than toy boxes.

Having order in the environment creates a feeling of security in the child, and trust in the environment. Baskets, trays, small boxes neatly arranged on low shelves can be very helpful in creating this order. If the adult carefully and continually puts the pieces of puzzles or toys back in the basket in front of the child, she will eventually imitate and join in the activity. Sometimes the "putting away" into baskets is the most enjoyable part of play at this age.

If you watch a child you will see which toys he plays with most and which ones just get dropped and forgotten. Try to keep only as many toys available to the child as can be kept neat, and uncrowded, in baskets on a shelf.



LARGE—SMALL SORTING BOXES

With these special boxes the child becomes aware of the difference between sizes of objects that are otherwise (in shape and color) alike. This is another facility of the developing eye-hand control and understanding of the world. The permanently attached lids have little knobbed handles that slide easily back and forth, so that the activity can be repeated as often as the child desires without adult help.

The boxes are 8" x 6" at the base, 2.25" deep. Made in England of natural hardwood.

(*) CT600 Large—Small Spheres Sorting Box $56.00

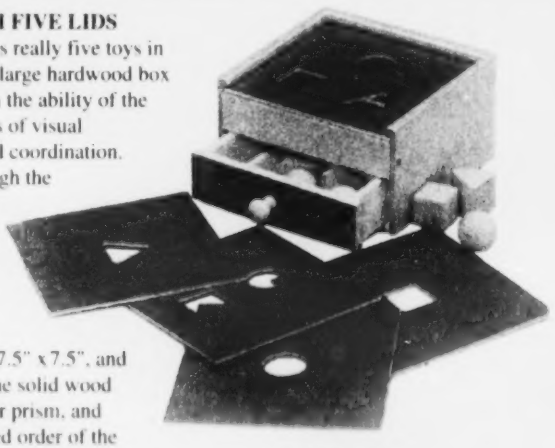
(*) CT605 Large—Small Cubes Sorting Box $58.00

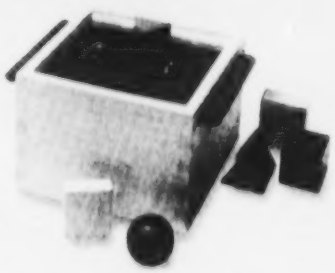
SHAPE SORTING BOX WITH FIVE LIDS

This beautiful shape sorting box is really five toys in one, and is built to last for years. The large hardwood box comes with five different lids to match the ability of the child. It covers several different levels of visual discrimination of shapes, and eye-hand coordination. When the solid shape is dropped through the hole in the top, the child must grasp the large knob and open the drawer to get it out of the box, and this entails using hands together.

The lids and the front of the drawer are red; the rest of the box is a beautiful finished wood. The base is 7.5" x 7.5", and the height 4.3". One box, five lids, nine solid wood pieces - three each of sphere, triangular prism, and cube. Made in England. The suggested order of the use of the lids is (1) one round hole, (2) one triangular hole, (3) one square hole, (4) 2 holes, (5) 3 holes.

CT29 $120.00





LACING SHOE

Do you remember this toy from your own childhood? We do! It has been made in this country for many years and remains a favorite. The wooden shoe is solid, natural-color hardwood with green, yellow and orange sides. We recommend leaving off the shoe lace for the child at this age. The child can push the mother and children through the hole in the back of the shoe, then pull out the tongue to retrieve them—over and over. As the child grows this is a perfect way to practice lacing a shoe and eventually learn to tie a knot and a bow. The lacing shoe is 6.5" tall and 7.5" long. The "old woman" is 3" tall and her children 2.25" tall.

(*) CT613 $31.00

SHAPE SORTING BOX WITH SLIDING LID

We examine and test every sorting box that comes on the market to find the best for children. In this box, instead of a cylinder, a sphere fits through the round hole making the work easier for the child. The lid has four holes—round, triangular, square, and rectangular.

An important feature for the infant's independent work is the permanently attached lid which slides back and forth, but doesn't come all the way out.

The box is natural wood and the sliding lid stained a soft red. The measurements are 5.5" x 5.5", height 4." Made in Germany.

CT30 $31.00

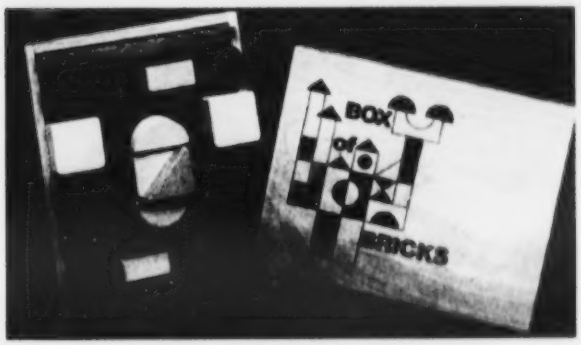
Learning to Put Toys Away

Limiting the number of toys available at any one moment, and having a place for every toy, helps with the task of teaching the child to put toys away. But most important is the example set by the others in the environment. In a Montessori infant community this lesson is much easier than in the home because the teacher is dedicated to the child completely, all day long. She will constantly put things away, carefully, slowly, and as the child becomes aware of this he naturally wants to learn to do this—just as he wants to learn everything else.

Of course it is much easier to get into the habit of putting a toy away right away when it is obvious where it goes on the shelf. It is more difficult when all of the toys are out and all the shelves empty. This habit, if developed early, will be helpful in many ways throughout life. The parent can sometimes make a game of this, just like in the infant community, playing at "putting away" instead of making it a distasteful chore.

Respecting Work and Concentration

One of the most important elements of Montessori philosophy is that of

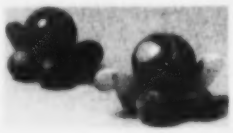


BOX OF BRICKS

Bricks is the original name for blocks, probably because these toys for children were made of clay long before they were made of wood. This traditional set from England is a favorite of children of all ages. The very young child enjoys learning to put things in a box and close the lid. We recommend giving the number of blocks that will make it easy for the child to do this. As the child grows he will enjoy learning to put the bricks back in the box in a pattern—there are only a few ways to fit all of the blocks into the box so that the lid can be closed. There are 30 natural wood and colored blocks in many different shapes. The box is 10.25" long, 8.25" wide, 2" tall, made of hardwood.

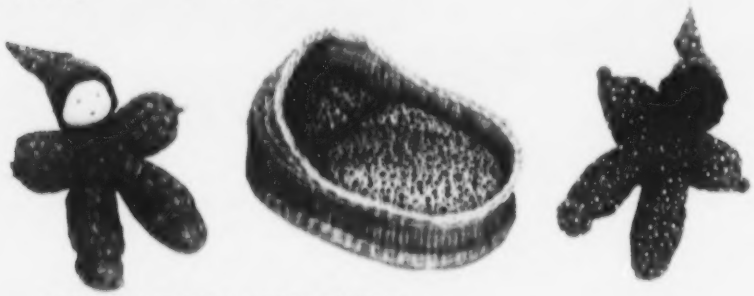
(*) CT068 **$40.00**

ROLLING BALL TURTLE



This beautiful little toy is found in art museums around the world. As the turtle is pushed along on the table or floor, the striped ball, which can be placed in any way on the back of the turtle, makes fascinating patterns. Even adults and older children enjoy changing the position of the ball and watching the different patterns. Solid wood, light and dark natural wood and earth tones. Length 4," made in Germany.

(*) CT050 **$16.00**



HANDMADE DOLL AND DOLL BED

In the distant past dolls were made of rags and corn cobs—natural, healthful products and simple shapes which encouraged children to use their imaginations to act out, to process, the relationship between parents and children that are such an important part of social and emotional development at this age. Today dolls are impersonally made of plastic, in factories, and often represent buxom adults in costumes which inspire the kind of play that is not at all healthy for children.

The dolls offered here are lovingly hand made in Camphill villages which began in England early in this century. They are made of 100% cotton or wool, with simple faces sewn on. The doll bed is woven of willow twigs and comes with a handmade, stuffed mattress, pillow, and comforter. This traditional "poppet" doll will inspire gentleness and imagination. The bed is 11" long, 8" tall. The poppet doll comes in two colors, light "European" and dark "African" skin. It is 9" long. The cotton fabrics of the dolls and the bedding vary with each order.

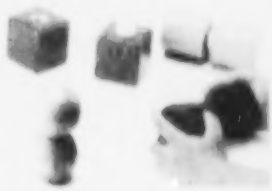
(*) DT100 European Poppet Doll **$27.50**
(*) DT102 African Poppet Doll **$27.50**
(*) DT104 Poppet Bed and Bedding **$39.50**

HUMMING TOP

Tops are among the favorite toys of children all over the world. Those without stands, which are free to make their way around the room, are far more interesting to children. The humming at high speed is fascinating. The adult will spin this for the child at first, then the child will learn. This metal and plastic version is made in the Czech Republic. 6" high, and comes in assorted colors and designs.

CT506 **$9.25**

NUTS AND BOLTS



Eight wooden nuts and bolts, for matching sizes and colors, for excellent practice in using the wrist, and for coordination—using both sides of the body and brain. This simple little toy is found to be of great importance in Infant Communities and homes.

The pieces are blue, green, red and yellow. We have searched a long time to find a wooden version of this toy. 4" long.

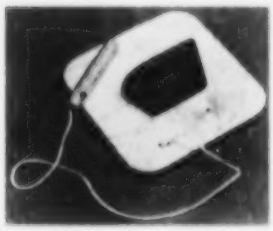
DT22 **$18.95**

respecting the concentration of a child. When the child is engaged in something safe and purposeful (meaning an activity requiring effort of both the mind and body—not watching TV!) this is considered a child's important "work," and the adult's role is to respect and protect it.

The first essential for the child's development is concentration. It lays the whole basis for his character and social behavior. Praise, help, or even a look, may be enough to interrupt him, or destroy the activity. It seems a strange thing to say, but this can happen even if the child merely becomes aware of being watched. After all, we too sometimes feel unable to go on working if someone comes to see what we are doing.

The teacher's [and parents'] *skill in not interfering comes with practice, like everything else, but it never comes very easily. What advice can we give to mothers? Their children need to work at an interesting occupation: they should not be helped unnecessarily, nor interrupted, once they have begun to do something intelligent.*

—Dr. Maria Montessori



FIRST SEWING TOY

Even a very young child can begin to grasp the concept, and carry out the activity of threading a needle with this first sewing toy. The shape and length of the threading dowel encourages the pincer movement (of the thumb and two fingers) rather than a whole palm grasp. The child merely threads the dowel, which is attached to the base by a strong cord, through the red wooden triangle. This is a good introduction to bead stringing and other sewing type toys.

The natural wood base is 5.5" square. Made in England.

(*) CT43 $24.50

BEAD THREADING

With two different kinds of beads, this is an excellent bead stringing set. It contains twelve discs, almost 2" in diameter, and twelve large beads, 1.25", and a threading cord with a wooden dowel attached for ease in stringing. The beads are natural wood tones or bright colors.

CT02 $18.25

SMALL LOCKS BOX

This is the best practice box for learning to figure out and manipulate locks that we have seen. There are two separate compartments in this wooden box, and children really enjoy using the different locks to open the doors and find out what is inside!

In Montessori infant communities locks like these are used several places in the environment. You might like to add locks like these to a child's cupboard in the kitchen, or in the bedroom—for real practice.

There are six different locks all together—six ways to lock and unlock in all! The doors are fastened to the box by strong brass hinges. 9.3" x 5", height 5.5".

(*) CT081 $58.00

SEW 'N' SEW

A larger version of this folk toy was originally used to teach children to sew. We find this new, smaller (2.5 inches tall) one even better. It is easier for the child to hold while he threads the attached cord and wooden "needle" (the thickness of a pencil) through the holes in many different ways.

In the beginning a child will need help to unthread so that he can begin again . . . and again, but he will soon figure it out for himself. This is an excellent toy for eye-hand coordination and concentration.

DT24 $8.95

TINY TRIKE

This indoor-outdoor push-along version of the traditional tricycle is very good for developing balance and coordination of the right and left sides of the body.

It is made of hardwood with tubular steel handles, vinyl grips, and sturdy plastic wheels. The body is 18" x 16.5" x 15", the wheels are 5" in diameter.

CT486 $33.00

PUZZLES

Visual Discrimination and Eye-Hand Control

As the child explores the environment, she becomes aware of and interested in the variety of colors and shapes in the indoor and outdoor environment. This is the time to give very simple shape and color puzzles as children love to put things inside containers, and on dowels.

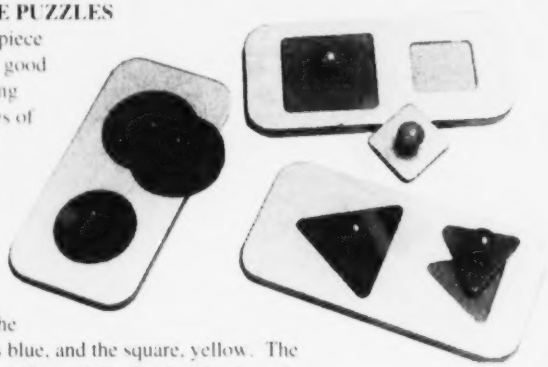
The use of knobbed puzzles and other toys that call for special finger and hand grips will prepare the child for writing and other fine muscle activities, while it satisfies her need to think and solve problems.

It is specifically the opposition between the thumb and index finger that has made it possible to execute the extremely refined movements that have produced the whole of human culture—from architecture to writing, from music to painting, and all the technology that enriches our lives.

—Dr. Silvana Montanaro

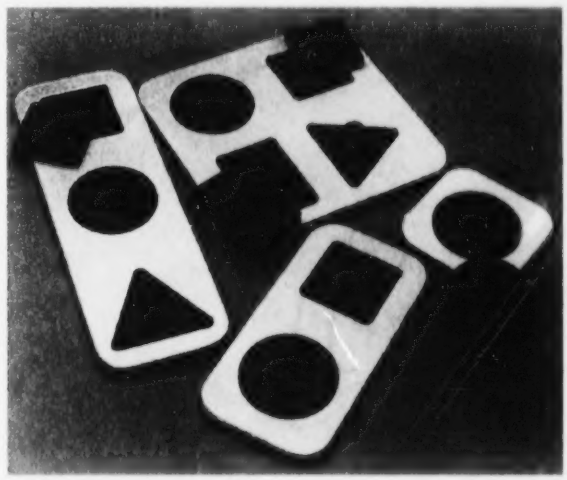
Some toys, such as puzzles, have a specific way to be used, and others, such as dolls and blocks, are more open-ended in their usage. Both are creative.

TWO-SIZE PUZZLES



These two-piece puzzles are very good for the very young child. The pieces of each puzzle are only one color and one shape, so the child can concentrate on the size. The circles are red, the triangular pieces blue, and the square, yellow. The frames are made of beautifully finished hardwood with rounded corners. Measurements 9" x 4.25", thickness .5". From England.

CT31 2-Size Circles $32.00
CT32 2-Size Triangles $32.00
CT33 2-Size Squares $32.00

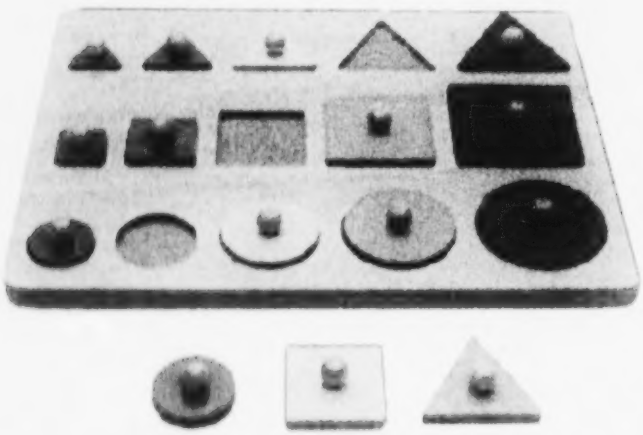


THE RED BOARDS

This is the basic beginning puzzle set created for infant classes in England. Each puzzle piece is colored red, so that the child can focus on the shape and not be confused by color, especially when learning the names *circle*, *square*, *rectangle*, and *triangle*. The knobs are the same red and the background frame is a lovely light hardwood. Measurements 4.25" square to 9" square, thickness .5"

A set of 4 puzzles.

(*) CT088 Red Boards, Set/4 $160.00



LARGE KNOBBED GEOMETRY PUZZLE

This wooden knobbed puzzle is quite heavy. And that is what makes is so satisfying to the one year old who wants to put forth great effort in carrying. Just taking it from the shelf to the table gives the child the feeling that she is doing important work. There are fifteen colored puzzle pieces, triangles, squares and circles, in graduated sizes. The knobs are very important for the development of the hands and fingers. All wood, 15" x 12," made in Asia.

CT17 $38.50

GRADUATED SIZE SHOE PUZZLE

This wooden puzzle has five puzzle pieces of varying sizes for the child to practice the visual discrimination of size. The background is in natural wood and the figures are painted bright colors. Each piece is knobbed. This is a fine puzzle for the home. The puzzle is 14.5" x 4," made in Asia.

CT466 $8.00

AGE 1-3 - PUZZLES

Children delight in knowing the correct way to use toys with specific procedures, just as they are proud to learn the correct way to use a woodworking tool, or a musical instrument.

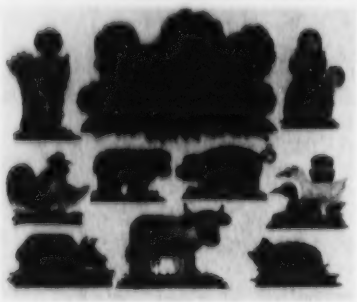
Through early experiences with such puzzles, children can develop many useful skills: handling materials, refining movement, completing a cycle of activity, carrying out logical steps in order, solving problems.

With open-ended toys children learn to apply these skills and to express and process their unique mental information. They process and relive experiences, for example while playing with dolls or animal models.

With good toys children learn to bring the use of the body under the control of the will, to concentrate, to make a plan, to follow a train of thought, and to repeat and perfect. This is the foundation of creativity.

The quality and variety of open-ended, imaginative play depends on the quality and variety of experiences in the world of reality.

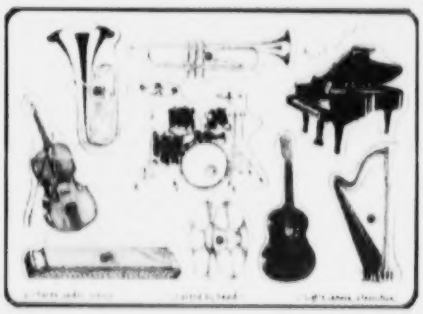
In choosing a toy keep in mind: look not only for durability, quality and beauty, but also for the purpose and the amount of time it will engage a child.

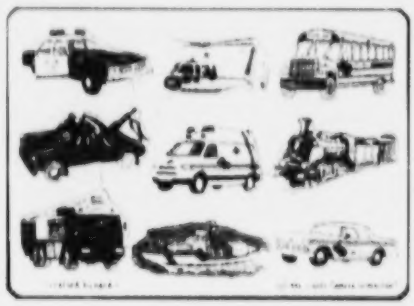


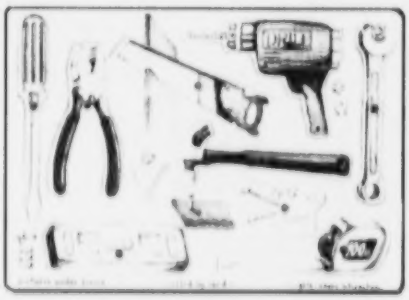
DUTCH KNOBBED PUZZLES

Here is a set of puzzles from an age-old manufacturer in Holland. They are made of hardwood, with small natural wood knobs. The puzzles are oiled and silkscreened in lovely shades of pink, brown, blue and green. There are three themes: farm animals, vehicles, and (small, wild and tame) animals. 11.5" x 9.5"

CT520	**Farm Puzzle**	**$15.00**
CT540	**Vehicles Puzzle**	**$15.00**
CT550	**Animals Puzzle**	**$15.00**







WOODEN PICTURE MATCHING KNOBBED PUZZLES

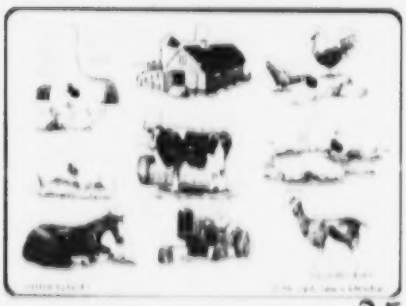
These new puzzles satisfy three basic needs or interests of children of this age.

(1) First is the matching of identical pictures, for underneath each puzzle piece picture is an exact replica, so the child is not only matching the shape of the piece but the fine details.

(2) Second is the need to practice the pincer movement of the thumb and opposing two fingers, which is important for fine motor development.

(3) Third is the need for pictures of objects which the child is learning to name, such as tools, musical instruments, and animals. These beautiful puzzles are made of natural wood and lovely colors. The size is 8" x 11.75."

DT670	**Tools Matching Puzzle**	**$10.50**
DT672	**Musical Instruments Matching Puzzle**	**$10.50**
DT674	**Vehicles Matching Puzzle**	**$10.50**
DT676	**Wild Animals Matching Puzzle**	**$10.50**
DT678	**Farm Animals Matching Puzzle**	**$10.50**



MUSIC

If you can walk, you can dance.
If you can talk, you can sing.
—Zimbabwe Proverb

Music and spoken language begin to be learned by the child even before birth. A child's artistic tastes and abilities begin to be formed extremely early in life. It follows that we should provide an environment rich in beautiful language, beautiful music, and tasteful decoration, and provide the best musical instruments and art materials.

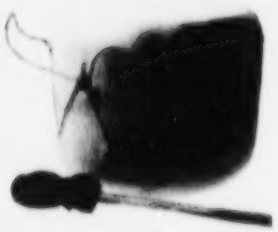
A child has a strong drive to sing, dance, make music, create with art materials, and to speak. If shown how to use musical instruments, art materials, and books he will know by instinct when, and for how long, to use them to further his development.

The movements the child acquires are not chosen haphazardly, but are fixed, in the sense that each proceeds out of a particular period of development. . . . If you watch a child you will see that he is always playing with something. This means that he is working out, and making conscious, something that his unconscious mind has earlier absorbed. Through this outward experience, in the guise of a game, he examines those things and impressions that he has taken in unconsciously. . . . He is directed by a mysterious power, great and wonderful, that he incarnates little by little. In this way, he becomes a man. He does this with his hands, by experience, first in play and then through work. The hands are the instruments of man's intelligence.
—Dr. Maria Montessori

SINGING

We do not need beautiful voices to model singing for children - just sing a song or do a little dance at any time during the day, children joining in as they please. This makes music much more a part of life. Singing, like chanting, is therapeutic for the whole body, and gives practice in language—words and language patterns which would otherwise not come up in everyday speech. And music gives cultural information.

A new form of educational system will not appear until we give serious consideration to the fact that we have a "double mind." Children at any age must be offered a balanced experience of VERBAL and INTUITIVE thinking to help develop the great potential of the



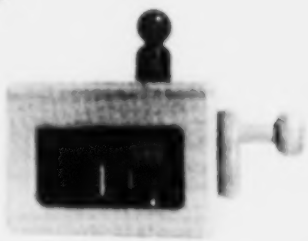
PERCUSSION INSTRUMENTS FOR THE VERY YOUNG

Along with singing and dancing, playing musical instruments is a grand musical experience for young children. We try to provide real, hard-to-find percussion instruments of natural materials, with interesting cultural links to the rest of the world. The younger the child, the more important the quality of musical instruments. These percussion instruments are beautiful, of excellent quality, and provide an interesting variety of sound for the musical ear of the young child.

The hardwood *claves*, typical of music all over the world, are 8" long. The wooden *castanets* on a handle, 8" long, originated in Spain, and the 4.5" metal *triangle* comes from the USA. The wooden *frog*, which really sounds like a frog when the striker is rubbed across the back ridges, comes to us from Thailand or South Vietnam.

The *Native American drum* is a childsize version of the famous Taos drums from the Southwest USA. It is 5.5" tall, and 6.5" in diameter. The strap of *sleigh bells* is 9.75" (long). The *box shakers* is a set of three two-tone wooden boxes with three different pitches, high, medium and low. The largest is 3.3" long. The *chick-ita maracas* are a pair of lovely two-tone maracas in just the right size for the small child's hand, only 4.75" in length.

DM58	**Claves**	**$4.50**
DM59	**Castanets**	**$6.50**
DM60	**Triangle**	**$5.50**
CM140	**Wooden Frog**	**$14.00**
CM08	**Native American Drum**	**$28.00**
CM05	**Sleigh Bells**	**$6.00**
CM100	**Box Shakers (3)**	**$15.00**
CM105	**Chick-ita Maracas (2)**	**$9.75**



MUSIC BOX

Music boxes have been favorites of children for generations, and this one which has a window—so the child can watch the music being created—is our favorite.

It is extremely sturdy and durable, hand-crafted of wood with a wooden handle that the child turns as he watches the musical element turn and produce the sound. The size, including the handles, is 7" x 5", and the song it plays is "It's a Small World."

DT665	**$44.00**

Phone: 707-836-1557; International Fax: 707-836-2543; USA Toll Free Fax: 800-439-8877

human mind. The results will not only include better functioning of the brain but also greater happiness in personal and social life.

In Western education, we tend to separate them, because many of the things the right hemisphere (intuitive) is able to do are not highly valued in our civilization. So from a very young age, children learn not to express themselves completely with that hemisphere because they haven't been urged to give much importance to body-movement in dancing or in singing, drawing... all the arts.

In Eastern civilizations, however, greater importance tends to be given to the intuitive part of the brain; the logical hemisphere is considered irrelevant in solving the real problems of our existence.

It is a source of great hope for our immediate future that the most advanced human beings of both cultures are uniting in the recognition that we need each other to become complete and that we have a lot to share.

—Silvana Montanaro, M.D.

Instrumental Music

Music appreciation and accomplishment, like beautiful speech, comes from years of exposure to music. Singing, listening to real ethnic or classical music, playing good percussion instruments, and/or listening to recordings is, ideally, a part of the daily life of a child. We recommend real percussion instruments from different countries of the world, as well as Western classical instruments, for quality, variety, and beauty of sound, and for the connection to different cultures.

It is important to be constantly aware of, and eliminate, background sounds—TV, radio, other random sounds—so that the sense of hearing of the child stays ever alert and does not get "turned off" by too much input.

It is important for children to realize that music is always the result of body movements. Even if there are natural sounds, children need to understand that music is produced by human beings using various muscles of the mouth, hands and arms.

They should know how many different instruments there are and should have the opportunity to witness how musicians control their gestures so as to obtain different musical sounds.

—Dr. Silvana Montanaro

MOVING TO RHYTHMS - CASSETTE

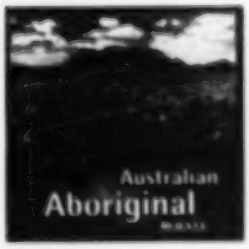
This tape was created long ago by Montessori teacher, father, teacher-trainer, musician Sanford Jones. On one side of the tape there is slow, steady walking music. If he is interested in this activity, the child can practice walking on a taped line—the skill of walking gradually replacing constant running. The other side is a series of excerpts of piano music for the child to listen to and to express with different movements and dance, however the music inspires him.

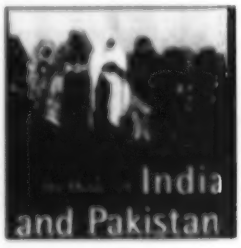
DM710 **$10.00**

WORLD MUSIC CD'S

Just as the child is fascinated with the sounds of language—the language of his family and any languages in the environment, he is in the sensitive period for developing a love of music. These CD's present the cultural music of all of the continents of the world. An information booklet is included in each CD cover.

(*) CM200	Music of India & Pakistan	$15.00
(*) CM202	West African Music	$15.00
(*) CM204	Native American Music	$15.00
(*) CM206	Music of The Andes	$15.00
(*) CM208	Australian Aboriginal Music	$15.00
(*) CM210	Music of Eastern Europe	$15.00
(*) CM212	World Music Set/6	$89.75





MUSICAL INSTRUMENTS ART PRINT

This museum-quality art print presents clear, colored pictures of classical musical instruments on a plain background. It is suitable for all ages. The labels of the pictures are in English, French, German and Spanish. 26" x 38," full color.

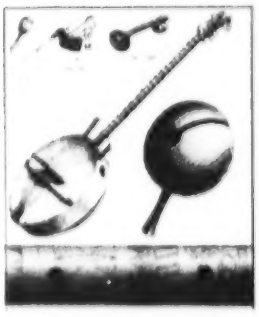
DM06 **$8.00**

MUSICAL INSTRUMENTS

—of the whole world

This beautiful and interesting first book on international and classical musical instruments goes well with the World Music CD's as it depicts many of the instruments of these areas of the world. There are see-through pages with interesting illustrations including the outside and inside of a grand piano, and other musical scenes. Simple directions are given for making examples of the three kinds of instruments—wind, string, and percussion. Hardcover, 6" x 7", color, 34 pages.

DM21 **37 $12.95**



LANGUAGE

Including the Child

Language development begins before birth and continues to be a major part of the child's development for the first three years of life. The quality of spoken language is determined by the quality of the language listened to and absorbed during this time.

We can best help this by including the child in our conversation from the very beginning. I once learned a beautiful lesson about including children:

One day as I was working in an intensive care nursery for infants, I observed a six-month-old boy who was lying on a floor mat next to three doctors who were seated on chairs discussing his case.

The head nurse noticed that the pediatricians were ignoring the child, and she asked them to remember their policy—to include him in a conversation.

The doctors knew instinctively that she was right. They did not simplify their vocabulary or artificially raise their voices to address the child. They changed their visual focus so that the child was included, as any adult would have been, whether or not he was contributing verbally to the conversation.

They continued their discussion, including the child. The self-respect of the child was immediately evident by the happy expression on his face and in the way he kept glancing from face to face as though he knew that he was part of this important conversation.

A one-year-old matching tools to pictures, just one stage in the wonderful discovery of human language

Vocabulary

There is nothing in the intellect which was not first in the senses.

—Aristotle

The *experience* of real objects should come before *pictures* or *names* of these objects whenever possible. For example, if you have a new book with pictures of fruits and vegetables take the child to the kitchen and handle, smell, cut up, and taste a piece of fruit, *then* go look at a picture of it, and other fruits, in the book.

NURSERY RHYME BLOCKS

Imagine the amazement of a young child when she discovers that every time she hands her mother the block with the cow and the moon on it her mother says the same charming words—a nursery rhyme about the cow jumping over the moon—every time! This puts the child in charge of the situation which is very good for a developing self image. Children love repetition at this age and these blocks give an opportunity for a quick and easy selection of their favorite rhymes.

Later they may be the first thing that a child learns to read on her own.

There are three sets of 9 wooden blocks, each with a completely different set of nursery rhymes and beautifully carved pictures. 1.75" wooden cubes.

(*) CL140 Blocks, Set A $10.00
(*) CL150 Blocks, Set B $10.00
(*) CL160 Blocks, Set C $10.00

CHILDREN'S SONGS AND FINGERPLAYS

Here is an amazing collection of short, simple, favorite songs and fingerplays for the very young. Fingerplays give a child a wealth of information about language because she is acting out the movements which go along with the words.

There are 73 (!) classic songs and fingerplays and a book which gives the melody and guitar chords for many and the complete lyrics for all selections. Here are some examples: Eentsy Weentsy Spider, Grandma's Glasses, Where is Thumbkin?, This Old Man, The Alphabet Song, Twinkle, Twinkle, Little Star, The Mulberry Bush, Over the River, Skidamarink, Hush Little Baby. The recording is approximately one hour in length. Booklet included.

(*) DL990 Fingerplays, tape $10.00
(*) CL170 Fingerplays, CD $12.95

LAVENDER'S BLUE

A Book of Nursery Rhymes

Oxford University in England is an ancient and revered guardian of beautifully spoken and written English. Oxford University Press has given us a reissue of this favorite old book of classic nursery rhymes which was first published in 1956. These rhymes helped create the extraordinarily rich vocabulary of English children in the past.

Lavender's Blue probably contains the most complete collection of English rhymes in existence. The illustrations are reproductions of examples from English literature. In the back there are directions for acting out some of the games of the "cradle rhymes" and "nursery rhymes." There is an index of first lines, including some you may have been looking for from your own childhood: "A Red Sky at Night," "Bye, Bye Bunting," "Cross-patch, Draw the Latch," "Doctor Foster went to Glo'ster," "Early to Bed and Early to Rise," "For Want of a Nail, the Shoe was Lost," "Monday's Child is Fair of Face," and of course "Lavender's Blue." Softcover, 7" x 10," color, 180 pages.

(*) CL185 $15.00

Then the intelligence is built upon a wealth of experience.

A child wants to learn the name of every object in his environment, and the meanings of the words he hears others using. He wants so much to be able to communicate about daily life with his family! Give him the names of kitchen objects, toys, food, vehicles, dogs, etc. - anything found in the home and the community.

There is a 'sensitive period' for naming things . . . and if adults respond to the hunger for words in an appropriate way, they can give their children a richness and precision of language that will last a lifetime.

—Dr. Silvana Montanaro

Cards & Books

When the child has learned the names of many real objects we can extend this vocabulary with pictures. Vocabulary books and cards are valuable educational materials for the children at home—and they love them!

The selection of books is as important as that of toys. Library visits are very important but there should also be favorite books in the child's own library. Sometimes a child in this critical or sensitive period for language will want a book read over and over again. At other times he will just want to hear about the pictures and talk. A child also loves to be shown how to turn pages carefully, to pick up, hold, carry and put away a book.

Most children will sit enthralled for hours if we read to them, so this is our chance to pass on the love of literature and of reading, to teach facts, values, and the pronunciation of words, even those not often used in everyday speech.

An effort should be made to provide books that show children from all cultures, and that do not stereotype situations and people. The language of the book should show respect for the child, his emotions, and his intelligence.

Make careful selections of books and provide a book rack or some other easily accessible place to keep them, so that the child can always find the one she wants, can care for them and put them away by herself.

Be picky! It is far better to have only a few beautiful books to be loved and respected, than to have many which are unworthy of the developing mind of a young child.

At this age the subjects in books should be based on reality because the child wants

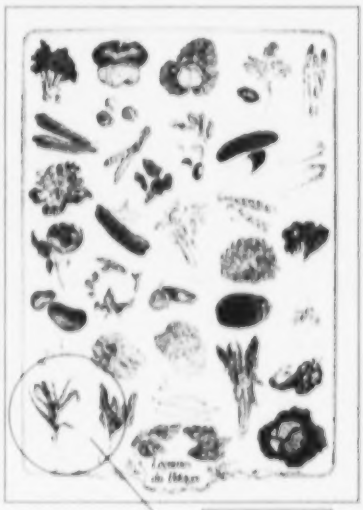
FOREIGN LANGUAGE SONGS AND VOCABULARY FOR YOUNG CHILDREN

We well remember our son's fascination with Japanese, Spanish, and Chinese plays on public TV when he was young. Now we realize that he was in the *sensitive period* for languages - ALL languages. (Yes, he is very good at languages today.)

According to recent research on brain development, the sounds of language(s) a child hears in the womb and in the early months and years will be the easiest to reproduce later. Here is an effortless way to learn to recognize and reproduce foreign languages. These popular tapes and CD's present common songs, such at "The More We Get Together," "Head, Shoulders, Knees & Toes," and other favorites, in many languages. Also there are common expressions, colors, numbers, the alphabet. They are fun for older children and adults as well. A workbook with all of the words is included with each tape or CD.

(*) CB20	French, tape	$13.95
(*) CB21	Spanish, tape	$13.95
(*) CB220	French, CD	$15.95
(*) CB225	Spanish, CD	$15.95
(*) CB230	German, CD	$15.95
(*) CB235	Italian, CD	$15.95
(*) CB240	Chinese, CD	$15.95
(*) CB245	Japanese, CD	$15.95

VEGETABLES ART PRINT



This is our favorite Italian art print, recommended for use in the baby's room or in a kitchen.

The names of common foods are some of the first words a child learns. And "falling in love" with vegetables at an early age can help prevent the aversion to vegetables children sometimes develop when introduced to strange new foods.

This print is sometimes cut up, the pictures pasted on large cards and then laminated. Children can then match the pictures to real vegetables, or they can use the cards to practice their new vocabulary. There are 33 beautiful paintings of vegetables with their names given in five languages. 26" x 38", full color.

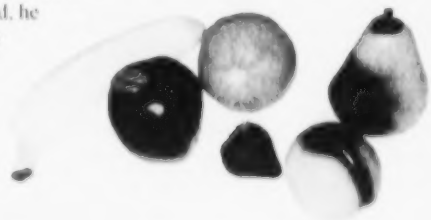
CB14 **$8.00**

FRUIT & VEGETABLE MODELS

In teaching the child the vocabulary of her environment we give the real object first. After a child has been given the names of real fruits and vegetables he has tasted, he sometimes wants to play with them and practice naming them. These attractive plastic replicas allow for this work. They are between 3" and 9" in length.

Vegetables I: carrot, tomato, green pepper, cucumber. Vegetables II: cabbage, potato, onion, celery, and asparagus. Fruit: apple, pear, banana, orange, peach, strawberry.

CL04	Vegetables I	$7.00
CL09	Vegetables II	$7.00
CL05	Fruit	$7.00



Note: for animal models and pictures, see the Plant & Animal section.

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to learn about the real world. When a child is intensely interested in learning everything about the real world, we provide stories and books about reality, saving talking animals, such as in Aesop's Fables for example, till later. Fantasy is very interesting to the older child, but only confusing to the very young. A rich foundation of stories about the real world is the best preparation for a creative imagination.

We should check that they [books] *present reality, since at this age children are trying to make sense of the environment and the life around them. There is nothing more extraordinary and interesting than our own daily life. Fantasy can come later - after reality has been experienced and absorbed.*

—Dr. Silvana Montanaro

A Second Language

The acquisition of all languages spoken in the environment of the child begins in the womb before the child is born, and continues to be an important part of the child's experience in the first months and years. At this age children show an uncanny ability to absorb language in all its complexities, and not just one language! Here is some advice which supports the learning of more than one language at a time:

The language must be used in the child's environment in the first years of her life, in the sense that one or more persons should speak the 'extra' language to the child and in her presence.

If we could have two, three, four or five different persons speaking different languages around the child, she could easily absorb all of them without any particular effort, provided that each person speaks to her ALWAYS AND ONLY in their language. But this is possible only in the first years of life.

In Japan, a course was recently developed, consisting of playing English-language cassettes three times a day to infants from birth to the age of six months. When, at the age of three, four or five years, these children come into contact with an English teacher, they learn the foreign language much more easily than other children.

—Dr. Silvana Montanaro

The Adult's Help

For success in language a child needs confidence that what she has to say is important, a desire to relate to others, real experience on which language is based, and the physical abilities necessary in reading and writing. There are several things that we can do to help.

SMALL COLORED FLASH CARDS

Sets of vocabulary cards, used in virtually all Montessori infant communities, are seldom found in homes, but they are a favorite way to look at and learn new words. A child can lay them out and match them to real objects—and then to smaller models of the objects when they are available.

We have seen these particular cards, originally from France—now printed in England, in many Montessori schools, and are very happy to have found the company. Each set contains 35 cards. They are 5.75" x 4.5," color, printed on card stock.

DL400	**Clothing**	**$16.00**
DL405	**Furniture**	**$16.00**
DL410	**Kitchen Utensils**	**$16.00**
DL413	**Everyday Objects**	**$16.00**
(*) DL418	**Set/4**	**$63.00**

kitchen utensils

furniture

clothing

everyday objects

PICTURES - Favorite Book for Age 0-3*

(French title: *L'Imagier en Anglais*) is our all-time favorite and most popular vocabulary book because of the 480 beautiful, watercolor pictures of the most common objects in the child's environment—cooking utensils, tools, toys, clothing, plants, animals, objects in the bathroom, bedroom, etc.

The book contains two lovely watercolor drawings per page, with the English name given, in lowercase letters beneath each picture. More than one family has ordered a second copy for their child—because the first was completely loved to death.

This book is shipped by boat from Paris so it is not always in stock, but it is worth waiting for. Hardcover, 4" x 8", full color, 285 pages.

CB16 **$21.95**

TOOLS

This is an important vocabulary book for children, very well done, with lovely watercolor illustrations. Garden and woodworking tools are illustrated and there is information in the back of the book about the uses of all tools in the book. Hardcover, 23 pages, 9" x 9", color.

CB17 **$9.95**

(*) = new items

AGE 1-3 - LANGUAGE

We can talk to the child from birth on, not in baby talk, but with respect and with a wide vocabulary.

We can provide a stimulating environment, rich in sensorial experiences and in language, providing a wealth of experience, because language is meaningless if it is not based on experience.

We can set an example and model precise language in our everyday activities with the child. If we share good literature in the form of rhymes, songs, poetry and stories, we will greatly increase the child's love of language.

And most important, we can stop whatever we are doing, make eye contact with, and *listen* to a child when she has something to say, whenever we can possibly do so.

This is the "taking in" time, the most powerful *absorbent* stage, of language development. This is the time, rather than in elementary, high school, or university time, when humans really learn language.

Reading and Writing

Listening lays the foundation for speaking, and verbal language lays the foundation for later reading and writing. It is no accident that some children are good at reading and writing and others are not, that some find joy in this work and for others it is tedious. The joy of exploring language begins early and extends, at least, throughout the first three years of life.

The Alphabet

Sometimes a child of this age, because of being around an older sibling who is learning to read, becomes interested in learning about the alphabet. In order not to cause later confusion, we offer this child the *sounds* of the letters, and use only *lower case* letters.

Think about it. When a child learns *capital* letters, and the *names* of the letters he is not at all prepared to learn to read and write. Almost all writing and reading is of lower case letters, "b" instead of "B," and the sounds are what we need to read, "sss" instead of "es," for the letter "s." Learning capitals and names of letters, although taught first for many years, is what makes learning to read and write so difficult for children.

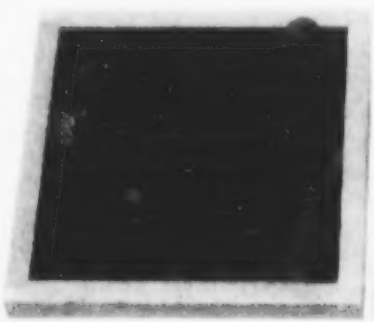
The most important thing to remember is to follow the child's interests, and to keep learning natural and enjoyable.

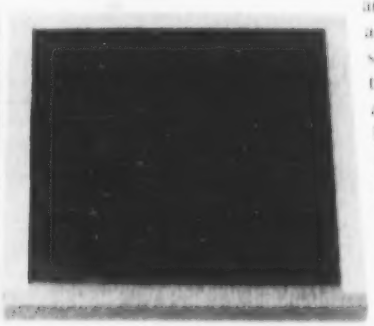
Motor Tracking Boards

Special pre-writing boards are fun for children and provide a crucial, tactile and kinesthetic experience required for later writing. The button, grasped by the hand, moves smoothly along the path of the line pattern allowing the child to perform the movement and visually track its path of the movement. The patterns of these boards teach the main movements for making both print (the geometric shapes) and cursive letters.

The tracking boards are 10.5" square, with natural wood knobs and frames. The Geometric Tracking Board is red with natural wood trim. The Cursive Tracking Board is green with natural wood trim.

CB040 Geometric Tracking Board $35.00
CB042 Cursive Tracking Board $35.00





abc Blocks in a Wooden Box

This is a beautiful toy, designed by a Montessori family, with special value for the learning of language. The age when a child wants to examine everything carefully with fingers, and to learn the names of everything, is the time to offer lower case letters and their sounds (the short sound "b" as in "tub," instead of "bee").

The letters on these blocks are carved out so the child can trace them with fingers, and a corresponding Braille cell—of interest to children of all ages—is impressed next to the letter.

There are twenty-seven blocks and a lovely light-colored wooden crate which exactly fits the box and makes putting them away as much fun as playing with the blocks. Made of basswood, brightly colored with child-safe inks, 1.75" cubes. 27 blocks in a crate.

CB470 $39.00

2-Piece Alphabet Puzzles

A box of 24 cardboard 2-piece puzzles for the child who is interested in the sounds of letters, and able to carefully handle cardboard puzzle pieces. The letters are lowercase, and the background of the letter and its matching picture is white so the child knows exactly what the picture is (clearly a zebra, not a zebra confused with a background of trees, etc.). The letters are decorated to match the picture to give the child a hint. For example "i," matching "ice cream cone" looks like the same texture as the cone.

We recommend giving the child no more than 2-3 puzzles at first, alternating them often. Gradually he will be able to do more and more at one time.

(*) CB60 $10.00

ART

The truth is that when a free spirit exists, it has to materialize itself in some form of work, and for this the hands are needed.

Everywhere we find traces of men's handiwork, and through these we can catch a glimpse of his spirit and the thoughts of his time.

—Dr. Maria Montessori

Art is a way of approaching life, of moving and speaking, of decorating a home and school, of selecting toys and books. It cannot be separated from other elements of life.

We cannot "teach" a child to be an artist, but as Dr. Montessori says, we can help him develop:

An Eye that Sees
A Hand that Obeys
A Soul that Feels

Clay.
I love it!

PLASTALINA CLAY

One of the most soothing activities for an upset child is to work with clay. This modeling clay has a pigmented oil base compound renowned for its smooth consistency and the fact that it never hardens and can be used over and over, shaping and reshaping. The colors are red, blue, yellow, and green, one pound total.

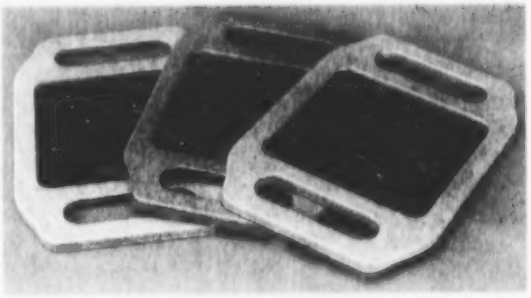
DA230 **$3.75**

BEESWAX BLOCK-STYLE CRAYONS

These special crayons from Germany, made of natural beeswax and organic dyes, smell and feel delightful, and make beautiful, soft, water-color-type art on good paper. They are shaped in blocks which are very easy for the young child to hold, and which provide both pointed and flat surfaces for various coloring techniques. The blocks come in a lovely colored metal box, as pleasing to the child as the crayons.

CM158 **Set I (8 blocks)** **$10.95**
CM160 **Set II (16 blocks)** **$16.95**

COLOR FRAMES



Each of these beautifully constructed wooden frames has a translucent color pane. The child can hold one in front of her face with both hands and view the world through different colors: red, amber (yellow), or blue. Gradually she will discover that any two of these primary colors looked at together will reveal one of the secondary colors, orange, purple, or green. 13" x 7", made in England.

(*) CA100 Red Color Frame **$31.00**
(*) CA101 Amber Color Frame **$31.00**
(*) CA102 Blue Color Frame **$31.00**
(*) CA103 Color Frame Set/3 **$90.00**

BEESWAX STICK-STYLE CRAYONS

Stockmar crayons from Germany are the best we have found, and they are suitable for the most demanding artistic requirements. The use of pure beeswax and natural dyes ensures that the pigments retain their purity and brilliance, with a natural transparency similar to watercolor paintings. They come in a lovely colored metal box. Set I contains 8 colors, and Set II 16 colors.

DA732 Set I (8 colors) **$10.95**
DA734 Set II (16 colors) **$16.95**

COLOR PUZZLES

Twenty 2-piece photo puzzles, each with two objects of the same color. For example, a blue and red bird fits with a blue and red toy truck; a green frog fits with a green cap. We recommend giving the child who is nearing three years of age a lesson of carefully putting the two pieces together, and offering at first just 2-4 puzzles at a time. Cardboard, full color, each assembles puzzle is 2.5" x 5.5."

(*) CA010 **$10.00**

(*) = new items

AGE 1-3 - ART

Art Materials

Children benefit from having a variety of art materials available to them at all times and a space to work, uninterrupted, when they are inspired.

It is important to provide the best quality that we can afford—pencils, crayons, felt pens, clay, paper, brushes—and to teach the child how to use and care for them.

Art Appreciation

The very quality of the first toy rattles and mobiles is the first intrinsic lesson of art appreciation for a child.

The same is true of the choice of toys, posters and other art work on the wall of the child's room and in the rest of the house, the dishes and cutlery, and the way objects are arranged in baskets on shelves, or hanging on hooks—creating order and beauty.

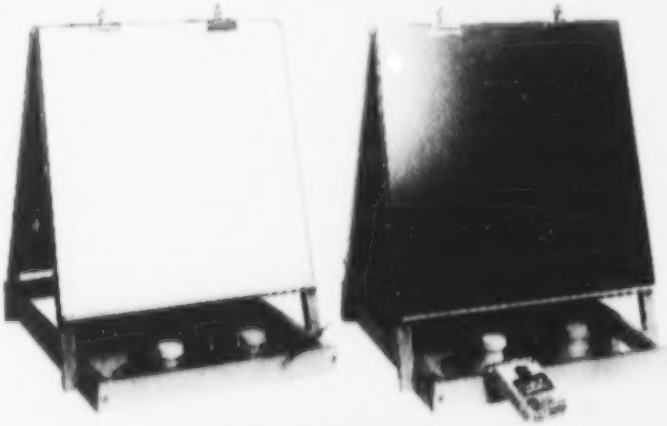
Every part of the home influences the child's developing sense of beauty and balance, shape, and color.

Reproductions of great masterpieces inspire an appreciation of beauty at any age. Great plant and animal art collections can be made from old calendars. These can be hung at the child's eye level in any part of the house—bedrooms, bathroom, even the laundry room and garage.

4-WAY TABLETOP EASEL

This large versatile and sturdy tabletop easel can be used in four ways: (1) with paper and pencils or crayons, (2) with chalk on the chalkboard side, (3) directly on the "write and wipe" surface with paints, and (4) for tracing with paint on the clear plastic overlay which comes with the easel. It can be used on a table or directly on the floor for a very young child, either sitting or standing. Height 19.5", base 20" x 15". Comes with 6 small (.75 oz.) jars of poster paint, a box of colored chalk, and two metal clips.

DA010 **$64.00**



SCISSORS

These excellent scissors are molded to fit either right or left hands, with an oversize handle which allows for several different grips by young children. The blunt tip and precision ground edges make them perfect for even the youngest child. 5" long.

DA556 **$3.50**

ARCHITECTURE BOARD BOOKS

In each book there are lovely examples of animals, shapes, and colors from American architecture on one page, and a corresponding word or short sentence on the facing page. Children who have these books become much more observant of buildings in the community—and so do their parents! They open up a whole new world.

The counting book introduces a new subject for counting: "1 skyscraper, 2 brackets, 3 dormers, 4 pinnacles, 5 arches", and so on. Heavy cardboard, 6" x 6," full color.

BB026	***Counts***	**$6.95**
BB036	***Shapes***	**$6.95**
BB046	***Animals***	**$6.95**
BB056	***Colors***	**$6.95**
BB066	**Architecture Books, Set/4**	**$27.50**

ART PRINTS FOR CHILDREN

Several years ago Aline Wolf, artist and Montessori teacher, began writing to museums of the world for permission to reprint great works of art—to make them available for children. This is her first set of prints and they can inspire a collection, perhaps purchasing one print from every art museum visited as the child grows. Each print is such a fine reproduction that even the brush strokes are visible. This is a set of four prints of animals: *The Red Rooster* (Chagall), *Blue Horse* (Franz Marc), *Two Squirrels* (Durer), *The Artist's Dog, Flechc* (Toulouse-Lautrec). 11" x 14," in full color.

(*) CA200 **$9.95**

PLANTS & ANIMALS

Solicitous care for living things affords satisfaction to one of the most lively instincts of the child's mind. Nothing is better calculated than this to awaken an attitude of foresight.

—Maria Montessori

An atmosphere of love and respect for life is the best foundation for the study of plants and animals. This begins in the home.

The most impressionable lessons come from first hand experiences of plants and animals in nature. Nothing can substitute for walking in the woods, and listening to birds, looking for shells on the beach, watching the daily growth of a flower in the garden.

PLANTS

From the very beginning of life it is vital to maintain the link between the child and nature.

For the infant we can have lovely flowers, and fresh fruit to look at in the house and garden, and expose her to the shadows and rustling of the leaves on trees. It is important for a child to spend some time in the outdoors experiencing nature every day—in all kinds of weather and during all of the seasons.

ELEGANT WATERING CAN

For a very small child this watering can serves as a fullsize utensil for the outside garden. For a larger child it is carried with one hand, a tiny piece of sponge held at the tip of the spout with the other hand to prevent spills. Thus it can be carried around the house for inside plants.

This artistic design has been used for years for elegant Victorian conservatories. It is a very sturdy, heavy, important feeling solid brass container. 7.5" tall. Made in India.

DP79 **$22.50**

COTTON DOILIES

To emphasize a tiny vase of flowers, a beautiful shell or other natural or human-made sculpture. Flower arranging is a special ritual for children in the home or in an infant community. A child can cut the flowers or leaves from plants in the garden, and in the fall or winter use ferns, colored leaves, or dried flowers, arranged in tiny vases. The flower arrangements can be placed around the room on tiny doilies, and they add an elegant touch to the dinner table. These 4" cotton doilies come in a variety of round patterns. Set of four.

DP81 **$6.00**

WHEELBARROW

This wheelbarrow is the perfect size for very young children. Nothing feels so much like real work as "moving heavy loads."

This wheelbarrow can be used for hauling bricks, grass cuttings, even groceries from the car. The seamless red steel body is childproof and beautiful. The handles are of natural wood. It is 32" x 14" x 10" tall.

DP78 **$32.50**

GARDENING HAND TOOLS

Even the smallest child can begin to care for plants by loosening the soil around the stem of a house plant, or by dusting or washing the leaves.

For more advanced gardening skills these hand tools have been made for children in Sweden for many years. The handles are of natural wood, gently curved to fit the child's hand. The digging parts are of colorful and strong metal. They are also good sand tools. The set includes a red trowel, a blue shovel, and a green three-prong, child-safe hand rake. Lengths are between 6 and 10 inches. The manufacturer says "age 4+," but with adult supervision these are much more satisfying for a young child than plastic versions.

DP01 Gardening Set/3 **$15.00**

THINGS THAT GROW

This board book not only gives a child the words, but helps him with a first subtle classification of the living world of plants.

Things That Grow has five double-page layouts for five groups of plants—fruits, trees, flowers, house plants, and vegetables.

There is a simple one-word label next to each picture. Heavy cardboard, 6" x 6", full color.

BB107 **$3.95**

NOTE: There are more "vegetables" in the language section.

AGE 1-3 - PLANTS & ANIMALS

Very early in life a child will appreciate looking at brightly colored pictures of plants and animals on the wall and in books. When beginning to speak the young child wants to know the names of everything. Not just *flower* but *California Poppy*, and descriptive words such as *orange*, *small*, and *soft*.

If you are planning an outdoor environment that will be good for children, be sure to include a space for wild flora and fauna. Some of the best biological specimens are wild plants, such as dandelions and thistles.

When the child begins to walk there is a lot she can do related to plants. She can cut and serve fresh fruit, learning the names of each. Simple flower arranging and leaf washing is enjoyed at this age. Be sure that house plants are safe for children. Having garden tools and a small wheelbarrow and helping to carry grass cuttings or anything else that needs to be transported is an excellent way to involve the child with the yard work. But even one pot with one plant is better than nothing where there is no garden. A large clay pot can actually serve as a great ever-changing seasonal garden for a child.

Beautiful pictures of plants and flowers, sometimes examples from great works of art, can be hung on the wall, and you may be surprised at a child's preference for nonfiction books about

BUTTERFLY GARDEN

Every year when our children were young we ordered these Painted Lady larvae and watched the miracle of metamorphosis, releasing the butterflies after two days of feeding them. They often stayed around, on a plant near the house, for several hours, as if to say "Goodbye." The kit includes a cardboard 'garden' to assemble, clear directions, and a coupon to send for the larvae. The cycle takes only three or four weeks. This cannot be sent outside the USA.

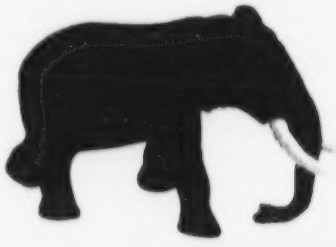
DP31 **$22.00**

ANIMAL MODELS

It has become more and more difficult to find realistic animals of high quality and in some kind of realistic proportion to each other (the beaver is SMALLER than the elephant!) Finally we have found this old company which still manufactures their products in Germany.

Animal models like these have been a favorite toy of children for many, many years. They are like pets or friends, played for by the hour with sets of blocks or cardboard caves and barns of the child's creation. They are a valuable tool for the teaching of language which is a main interest of the child at this age. A perfect gift for almost any child. There are four sets: Farm: pig, goose, cow, hen, turkey, goat, sheep, horse. Pets: hamster, German shepherd, Dalmatian, Yorkshire terrier, Siamese cat, rabbit, Guinea pig. Wild-Woodlands: deer, squirrel, beaver, badger, fox, bear, wolf. Wild-jungle/savannah: lion, zebra, bison, elephant, alligator, tiger, giraffe, rhinoceros, camel. The vinyl animals are from 1" to 5" in length and handpainted.

(*) CA300 Farm Animals, Set/8 **$28.00**
(*) CA304 Pets, Set/7 **$24.00**
(*) CA307 Wild Animals, Woodlands, Set/7 **$23.50**
(*) CA310 Wild Animals, Jungle & Savannah, Set/9 **$32.50**



ANIMAL PAIRS

This traditional game from England contains two each of 36 different fish, amphibians, reptiles, birds, mammals, and insects. The pictures are printed in full color, on a white background, on heavy cardstock. The young child can use them for simple picture matching and vocabulary, the older child can sort them by classification or play concentration, which is very good for memory.

DP56 **$14.50**

WHOSE BABY

Twenty 2-piece puzzles for the older child (near age three) to learn to match—the mother to the baby. We recommend giving a few puzzles at a time and showing the child how to carefully put the two pieces together. On the back of the box is a vocabulary list for the adult: *elephant* and *calf*, *zebra* and *foal*, *seal* and *pup*, *penguin* and *chick*, etc. Each full color, cardboard puzzles is 2.5" x 5."

(*) CA250 **$10.00**

nature when she has been kept in touch in this way.

Animals

Animals are best observed free in nature. Hang a bird feeder just outside the window and show the child how to sit quietly so that the birds won't be afraid. Binoculars give the child a feeling of participating in the birds' activities, and allow the child to watch birds from a distance.

Hatching cocoons inside is a truly magical experience for the child. It provides the experience of seeing a creature close up without having to keep it permanently out of its natural setting.

Because wild animals are less accessible to the children than plants, we suggest first observing birds, insects, and other animals in nature, to arouse an interest and, after this experience, providing more animal models, pictures, and books about them—picture books, beginning reading books, and reference books.

Playing with animal models and blocks have always been a favorite open-ended-toy choice of children.

We focus on the child's natural love and affinity with nature, and the tendency to want to touch, hold, and care for nature specimens such as rocks, shells, seeds, flowers and leaves, insects, kittens—all things living and nonliving.

ANIMAL FAMILIES BOARD BOOK

This board book not only gives a child the words, but help him with a first subtle classification of the living world of animals.

Animal Families has five double-sided layouts for insects, mammals, fish, reptiles, and birds. There is a simple one-word label next to each picture. Heavy cardboard, 6" x 6", full color.

BB117 $3.95

LAMINATED ANIMAL BOOKS

The pictures in these books are brilliantly colored and will interest any child. While a child is learning to point to and name the different kinds of animals in these books, she is also taking in important scientific information—the classification of animals into the categories of: fish, amphibians, reptiles, birds and animals.

The books are laminated and washable and they can last for a long time even with constant use by the youngest child. The pictures are beautiful and colorful, painted on a white background so the child does not confuse the animal with the background. Each picture is labeled. Softcover, 8.5" x 11", 15 pages, laminated, washable, color.

DL26	***Fish***	**$5.00**
DL27	***Exotic Animals* (includes amphibians)**	**$5.00**
DL28	***Reptiles***	**$5.00**
DL29	***Birds***	**$5.00**
DL30	***Wild Animals* (includes mammals)**	**$5.00**
DL305	**Laminated Animal Books Set/5**	**$25.00**

WHO AM I? ANIMALS OF THE WORLD BOARD BOOKS

The first year of life is not too soon to learn about animals of the world. These particular board books will probably be favorites even after a child learns to read. The categories in this set of lovely books are polar regions, farm, mountain, sea, and desert animals.

On each page there is one simple and interesting fact, for example "I am an Arabian camel. I can survive for fifteen days without drinking water." Heavy cardboard, full color, 6" x 6", ten animals on ten pages in each book.

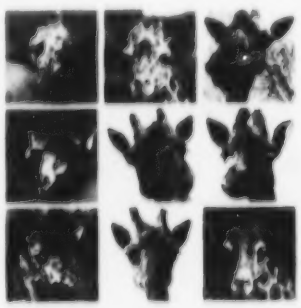
BB137	***Who Am I? Farm***	**$4.95**
BB140	***Who Am I? Polar Regions***	**$4.95**
BB147	***Who Am I? Mountain***	**$4.95**
BB157	***Who Am I? Sea***	**$4.95**
BB167	***Who Am I? Desert***	**$4.95**
BB177	**Who Am I? Set/5**	**$24.50**

ANIMAL FACES

What a perfect match—a picture book of the faces of animals—at the time when a child is fascinated by both animals AND faces!

Contrary to the idea "If you've seen one . . ." the 2-page spread of, for example, 21 different pictures of the faces of giraffes will show the child that each member of the animal family is indeed unique.

Exposure to this book will help children, and adults, learn to observe and appreciate animals in a completely new way. Hardbound, 9" x 11," full color, 53 pages.



(*) CB070 $16.95

CULTURE

What does not exist in the cultural environment will not develop in the child.
– Dr. Shinichi Suzuki

Daily Life

The introduction to the cultures of the world at this age means the experiences of our daily life—food, songs, clothing, celebrations, dances, houses, languages, means of transportation, tools—at home and examples from around the world whenever possible. In large cities this is an easy task; just walk around downtown and you will hear the accents and languages, smell the food, even sometimes see the dances and the songs. But even if we live out in the country it is possible to experience the music through tapes, and to cook the foods and explore through books. Through such simple and casual introductions children come to understand that all humans have the same needs and experiences.

As this is the time of the "absorbent mind," the age when a child literally *becomes* all of the impressions taken in from the environment, it is the time to casually introduce these experiences, not with lessons or lectures, but experientially and sensorially. Use the real names of the food, songs, tools, so the child builds up a vocabulary to match her experiences. Later she will build on these early impressions to make sense of the history and cultures of the world.

A Globe

Near the end of the third year it is a good idea to have a globe and/or a wall map of the world in the home so reference to places can be made in a tangible, physical way for the child. The child will not understand the scope of space and distance, but will be interested in the colors and shapes and in attaching names to them: "Africa," "Indiana," "The Amazon," etc. A globe or map should be kept in the family area, rather than in the child's room, so it will be seen as a real piece of important equipment used by the whole family.

BABY'S FIRST GLOBE
A Soft Cloth Ball

The small globe is the perfect size, weight and texture for the young child to learn to roll, throw and catch. The larger ball is fun for the whole family to roll to each other and for the child who is beginning to walk to carry something *big* and *heavy*.

Both balls are valuable for a slightly older child (age 2-6) to learn the names of the oceans and continents - a first globe. Silkscreened cloth ball colored yellow, red, purple, blue and green. The small is 5" in diameter and the large 12".

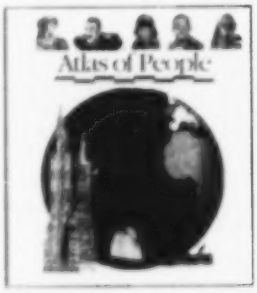
BR12	**Small 1st Globe**	**$11.00**
BR230	**Large 1st Globe**	**$18.00**

ATLAS OF PEOPLE

This books contains see-through pages which draw one into a close examination of the scenes of people from different continents—their food, celebrations, vehicles, the arts, games, toys, and so on.

There is an interesting comparison of population in different parts of the world at the end, for adults and older children. Hardcover, 6" x 7", color, 36 pages.

DG010	**$12.95**



HUMAN NEEDS PICTURE BOOKS

These wonderful conversation books about the everyday life of families are cherished by children—as they link themselves and their needs with adults and with all other people on the earth. There are beautiful photographs of children and families, from all over the world. Each book depicts a different need of humans, which leads to very interesting conversations. Hardcover, color, 8" x 10", 32 pages.

DG553	***Needs—Play***	**$16.00**
DG555	***Needs—Work***	**$16.00**
DG56	***Needs—Tools***	**$16.00**
DG58	***Needs—Homes***	**$16.00**
DG59	***Needs—Bread***	**$16.00**
DG60	***Needs—Transportation***	**$16.00**
DG61	***Needs—Loving***	**$16.00**

SCIENCE & MATH

The Earth

It is not enough for the teacher to restrict herself to loving and understanding the child; she must first love and understand the universe.

—Maria Montessori, M.D.

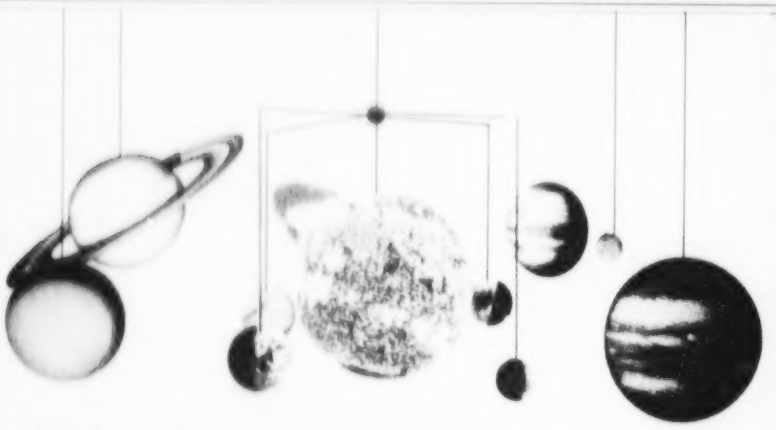
An interest in and love for astronomy and geology begins early. The first lessons about Earth come from nature—experiences of the sun and wind, playing in sand and water and mud, seeing the sun rise and set, watching the stars at night, visiting the seashore, and the child's own collections of rocks and minerals.

| Discovering a "bay" in San Francisco |

First we give the child the sensorial experiences of rocks, sand, water, mud, oceans, clouds, stars, lakes, and so forth; and then we give the names. All of this experience and knowledge leads to a natural concern and responsibility at a later age because children *love what they know*.

I live in heaven. My home is a sphere that turns around the sun. It is called Earth.

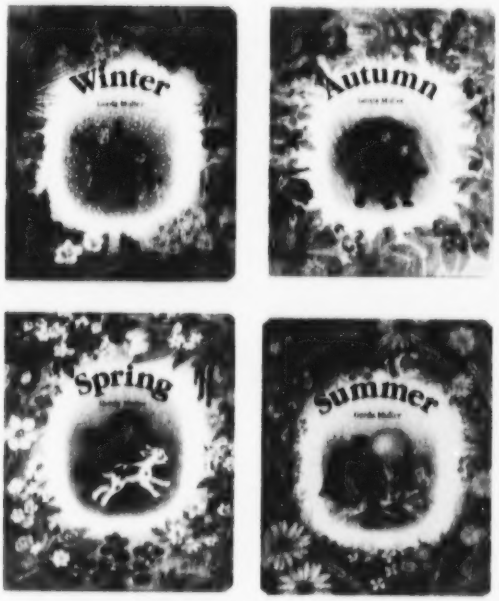
—Maria Montessori



SOLAR SYSTEM MOBILE

Hang this lovely mobile in the environment to catch the breeze and add color and beauty to a room of an infant. As the child grows, so will her curiosity. If the child asks, give the names of the planets. The impression of the relative sizes of the planets of our solar system will remain with the child, and the names will be absorbed easily, making references to the planets in everyday life of interest to this child. The mobile is made of full color NASA photographs, appearing on both sides of each planet. The large mobile is 40" across. The small mobile, which glows in the dark, is 18" across. **NOTE: The mobile should be hung well out of reach of any young child.**

DE04	**Large**	**$16.00**
DE05	**Small**	**$6.50**



BOARD BOOKS OF THE SEASONS

It is very important to keep an infant in touch with nature from the first days of life. You might want to get one of these books as each season comes up, to bring the changes of the seasons to the attention of the child—and the adult. There are no words to read, the subject of each page inspiring instead personal and unique conversation between parent and child.

These beautiful board books from Europe also show the traditional celebrations of the seasons from that part of the world, but with a sensitivity to the importance of illustrating children of different races. *Spring* contains lovely paintings of baby animals, tulips, Easter egg decorating, gardening and nests of baby birds. In *Winter*, children play in the snow, feed the wild birds, ice skate, read books, light candles, and decorate a Christmas tree. Heavy cardboard, full color, 8" x 9.5", 12 pages of pictures.

BB180	***Spring***	**$10.95**
BB185	***Summer***	**$10.95**
BB190	***Autumn***	**$10.95**
BB195	***Winter***	**$10.95**

FIRST MAGNET

This beautiful magnet has small magnets attached to the ends of a u-shaped piece of wood. Magnets are endlessly fascinating to children, and this 3-inch model is perfect for holding securely while exploring the environment to find out which things are attracted to it and which are not. It is safe and sturdy. Show the child how to move it gently toward an object in the environment, the refrigerator, a door, a bicycle or a book. In this way she can spend endless hours discovering the principles of magnetism in a clear and simple way.

DE596		**$5.00**

Math

What is God?
He is length, width, height and depth.
—St. Bernard of Clairvaux

The foundation of a love of math comes not from rote lessons, but from joyful experience in seeing shapes and objects, in exploration with hands, and in moving through space. The formation of the mathematical mind which will last a lifetime comes from early, simple, everyday activities—collecting, counting, sorting, putting things in order, classifying, comparing sizes and colors, carrying heavy objects by hand or in a wheelbarrow, setting the table, and in discovering relationships and patterns in these activities.

In the past mathematical relationships were wondrous miracles, and so they are still for the young child who is discovering them for the first time. It is a joy for the adult to stand back and observe these discoveries as the child makes them.

Reciting *one, two, three, four, five,* and so on, is fun for a child, but not nearly so exciting as discovering that these words stand for quantities of anything—buttons, peas, spoons, family numbers, stars in the sky—and the realization that these concepts are used and understood all over the world!

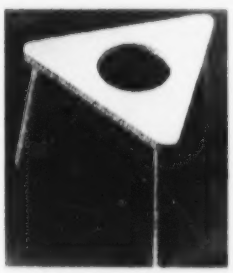
If men had only used speech to communicate their thought, if their wisdom had been expressed in words alone, no traces would remain of past generations. It is thanks to the hand, the companion of the mind, that civilization has arisen. The hand has been the organ of this great gift that we inherit.

—Dr. Maria Montessori

STANDING MAGNIFIER

A magnifying glass is an important tool for a young child to explore both the indoor and outside environment—looking at dust, spider webs, the veins in leaves, rocks, many specimens of nature. This standing magnifier is easy for the youngest child to use as objects placed on the ground are always in focus. It is solidly supported on three legs. Solid hardwood, 9.5" tall.

(*) **CE100** **$25.00**



MAGNIFYING GLASS

When the child is old enough this is a safe model of an adult style magnifying glass; the child can carry it around to explore the environment. Keep it in a special place always ready for use. It, like the standing magnifier, magnifies with a 2X (two times the real size) magnification, and there is also a small 4X bifocal section so the child can see two magnifications at once. A 3" acrylic lens in a strong, one-piece, 7" long frame.

DE676 **$5.50**

COUNTING PEGS BOX

Children love to play with this toy for hours, having no idea that they are learning one of the most important basic concepts of math—the combining of symbol and quantity.

On each of the nine blue wooden lids of the peg box there are exactly the number of holes as the number written on the lid. As the child pushes the pegs through the hole she makes the subtle association between the quantity of a number and the symbol for that number. When the knob on the side of the box is pulled the pegs disappear, sliding down a ramp and out of the box—much to the delight of the child. The box base is 9.5" square and the height is 5.75".

DV010 **$68.00**

LET'S COUNT

For twenty-five years Tana Hoban has created lovely and important picture books for the very young child. This new edition of her first number book gives the child experience in seeing numbers of objects in groups, and in counting them. It goes from 1 hen, and 2 ice cream cones, through to 7 drums . . . 12 rolls of toilet paper, then, skips to 10 eggs, 20 mannikins . . . on to 100 spools of thread. Next to each number are the same number of white dots for additional practice in counting. Hardcover, 11.5" x 9," full color, 36 pages.

(*) **CM020** **$16.00**

NUMBER BLOCKS

These classic blocks are just like our lower case alphabet set but include numbers and math symbols such as "+" and "-." There are two sets of numerals from 1-9, each indented so the child can trace the number, and the braille symbol for the number which is very interesting to children. The numbers are silkscreened on hardwood, in full color, sixteen 1.75" cubes.

(*) **CM033** **$17.00**

FRACTION PUZZLE

This simple and fun fraction puzzle subconsciously gives the concepts of whole through fourths, both the parts of a circle, and the notation. It is made of wood, painted circle insets, with black numbers. 10" x 3."

DV350 **$11.00**

PREPARING THE ENVIRONMENT

In the home or childcare setting for the child this age much attention must paid to the safety of the environment. It is a recognized fact that the child will develop more fully, mentally, emotionally, and physically when she is free to move and explore an ever-enlarging environment instead of being kept in a crib, playpen, swing, or walker; the exploration of the environment is vital.

From birth on, when a child is free to *leave his bed and to move about his room*, and later the other rooms—careful attention must be paid to assuring safety: covering plugs, taping wires to the wall or floor, removing poisonous plants and chemicals.

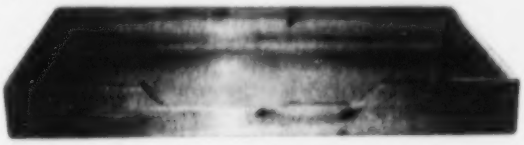
A 2-foot gate, which can be stepped over by the adult, creates safe and interesting spaces for the child through the house. At first the gate can be kept at the door of the child's room. Later, when the child is exploring outside his room, it can

A quiet book corner, a plant or a beautiful picture, and carefully chosen books

FLOOR BED FRAME

A good floor bed for the child's room or for a play area is simply a wooden frame that sits on the floor and holds a standard size crib mattress (not included). This makes a floor bed much more elegant than a simple mattress on the floor. If you are unable to have one made we can have it made for you. Please allow 6 weeks for delivery. This will be shipped directly to you, separate from other items. Inside dimension 27" x 51" x 5"—check your mattress.

BA376 **$135.00**



SAFETY GATE

A whole room to explore at will, from infancy on, is more conducive to physical, psychological, and mental development than using a crib or playpen. When the child is ready to explore further than her room, the gate can be removed from the door to the bedroom, and placed at the entry to the kitchen, or home office, or any other room that is not safe for the child to explore.

This gate is easy to move around the home, or to take along on visits to non-child-proofed environments, because it fits into the doorway by means of pressure instead of hardware. It expands to fit any doorway from 27" to 42." (The most common home doorways are between 27" and 3'). The safety gate is only 24" high so the adult can easily step over it and the child can easily see through the nontoxic plastic mesh, making it easily accepted as a limit to exploration but not communication with the rest of the family.

(*) BA425 **$30.00**

SAFETY FIRST

With the Montessori philosophy of allowing the child freedom to move, comes a great responsibility of going over the environment with a fine-toothed comb to make sure that it is completely safe! The following products are very helpful in this process and they are valuable in any environment where there are young children.

The small object tester is a 2.75" clear plastic cylinder. Any object that fits completely within the cylinder is of a size that could be a choking hazard. The outlet plugs are clear plastic so that electrical outlets do not look different to the child, but he learns quickly that they are of no interest and nothing can be pushed into them. The cord shortener stores up to 4 feet of electrical cord to keep it out of the way of the exploring child. There is an 800 number to "safety first" for further information. Made of clear or white plastic. NOTE: These products are not substitutes for proper adult supervision.

(*) BA437	**Small Object Tester**	**$2.00**
(*) BA171	**Outlet Plugs, Set/12**	**$2.50**
(*) BA101	**Cord Shortener**	**$2.75**

NURSING/TOY SHELVES

In creating the child's room for the newborn it is important to have a comfortable chair for the mother to nurse the baby and a bookcase like this one next to the chair for nursing supplies and perhaps a vase of flowers to help create a peaceful first nursing experience.

As the child begins to crawl and to walk, gradually her trays and baskets of rattles and toys can be kept on the lower shelf, and eventually all shelves. The parents can help keep the shelves clearly and attractively arranged, and if toys are always kept in the same place, the child will delight in learning to put them away herself. Rotate toys, removing those that are not being used, but always keeping out the favorites.

Wooden shelves are valuable in every room of the house—the kitchen, bathroom, bedroom, living room, garage—to help the child keep her belongings in order. Matching shelves in these different areas help the child know that this is *her* space. In the bedroom you might want one for toys and one for clothing. The toy shelf, finely crafted of hard wood, is 36" wide, 15" deep, and 24" high. It will be shipped directly from the builder to keep the price down. Please plan ahead if ordering them for gifts.

PE730 **$134.25**

(*) = new items

be used to protect the child from unsafe rooms, the home office, the kitchen, or *any other place that is not yet child-proofed.*

The easiest time to prepare the environment is before birth, the parents crawling around the child's room to see what the child can reach or will be attracted to and then to make it safe. As the child's environment becomes larger, encompassing other rooms of the house, and as she begins to crawl quickly and to walk, the adults must continue to childproof the house.

During the first three years the child will absorb, like a sponge, whatever is in the environment, ugliness or beauty, coarse behavior or gentleness, good or bad language. As parents we are the first models of what it means to be human. If our children are in a childcare setting or an infant community we must exact the same high standards.

Quality and beauty of the environment and the books and materials is very important in attracting, satisfying, and keeping the attention of the child. If the child is exposed to beautiful rattles and toys, made of wood and other natural products, she will help create a world with the same high standards as an adult. Toys, rattles, puzzles, tables, and chairs, made of wood instead of plastic develop an appreciation for nature and quality, and show respect for the child.

Pictures on the wall, hung at the eye-level of the child, can be beautiful framed art prints, or simple posters. Rather than ugly cartoons that adults assume are preferred by children, we see that

THE SLATTED CHAIR

This chair was developed over many years in the Montessori infant communities in Italy. It is made of light weight wood which makes it easy for the very young child to carry. All of the edges are rounded and there are two slats in the back which meet the child's back in just the right places to give solid and comfortable support. The seat is sloped by being constructed of slats (each a different length), slanting to fit the child so that the feet are flat on the floor and circulation not disturbed. The slats stick out on either end so that the child can lift the chair and adjust his distance from the table. This secure position allows the child to perform at his best while seating at a table to eat, work, or play. The sloping seat height is 7" to 7.25," the height of the back is 14.5." The slatted chair is made here to our exacting specifications. We can usually fill orders for individual chairs right away but need infant community orders far in advance.

(*) PE120 **$54.00**

ROUND STOOL

This round, light hardwood stool is 8" tall, the seat 10" in diameter. With this kind of a stool the child can easily get on and off, can move it up to the table while seated, and will be encouraged to use good posture. Shipped directly from the builder.

CR46 $25.00

MIRROR - FOR INFANTS AND GROWING CHILDREN

This adjustable mirror is an important piece of furniture for any age. The newborn will entertain herself for hours if it is placed lengthwise next to a floor mattress or play mat. The older child will use one in the bathroom, next to the front door, and anywhere else in the home, freestanding or hung on the wall. It is useful for washing one's face, blowing one's nose, dressing, checking to see if clothes are on properly and clean, and so forth.

In this acrylic plexiglass mirror, children can see a virtually distortion-free image of themselves. The mirror is extra-safe, and shatterproof, mounted in a hard maple frame. It can be hung on the wall, or mounted on supports in either a horizontal or vertical position for the infant and older child. It is 14" x 48" and weighs 13 pounds. Allow up to 2-3 months for delivery.

BA36 **$105.50**

WOODEN TABLES

SQUARE, RECTANGULAR, & CIRCULAR

Having a variety of geometric shaped tables is a child's first introduction to geometry. These tables are of the highest quality and will last for years. We recommend having one in the kitchen or dining area for cooking, or for meals, and another for in the living room or bedroom for art, puzzles, and other toys if possible. #CR45 can be used with the cube chair as a weaning table when the child is first learning to eat by herself.

The height is perfect to help the very young child develop good posture, and good concentration while sitting either to play or to eat. Constructed of sturdy hardwood—birch and maple—with an extremely durable, scrubable, white formica top, it is heavy enough to be secure, and light enough for two children to carry. The square table top is 24" x 24." The circular table top is 30" in diameter. The rectangular table top is 22" x 30".

The height of all of the tables is 14." Longer legs can be ordered to turn the table into a suitable size for the 3-6 year-old. These special tables and stools are shipped directly from the builder to keep the price down. Please order early as they are made to order.

CR45	**Square Table, age 1-3**	**$113.25**
CR656	**Circular Table, age 1-3**	**$115.25**
CR676	**Rectangular Table, age 1-3**	**$128.25**
CR680	**Long Legs, Set/4**	**$25.00**

Note: Also see the tiny work table on page 20.

51

children are drawn instead to the great art which has stood the test of time.

Rather than keeping things in large *toy boxes*, it is more satisfying to the child to keep them neatly on shelves, hung on hooks, sorted onto trays and into baskets. This also makes putting things away much more logical and enjoyable.

Here are some things to keep in mind when organizing a child's environment.

(1) Have a place in each room—the bedroom, kitchen, dining room, living room, front hall, bathroom, garage, and so forth—for the child's few, carefully chosen belongings.

(2) Think carefully about family activities and the materials used, in all areas of the home, and arrange the environment to include the child.

(3) By the front door a stool to sit on and a place, within reach, to hang coats and put shoes. In the living room have shelves for organizing a few of the child's books, toys, puzzles, or games.

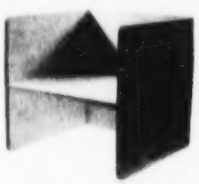
(4) Don't put out too many items at one time. A few baskets or trays holding tools or toys that are being used at the moment is sufficient.

(5) It is a good idea to rotate books and toys—taking out those that have not been chosen lately and removing them to storage for a time. A monthly rotation works well. An older child can help with this.

This is done after observing what the child is actually using, and removing those things which are being ignored, or which have been outgrown. Be sure to leave the favorites!

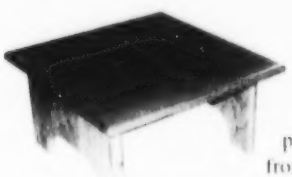
CUBE CHAIR

The First Chair, a twelve inch cube, supports a child who is just learning to sit at a table. The seat height is six inches, and it can later be turned to make a stool with a seat or small table twelve inches high. It can be used for the first weaning meals when a child is gradually learning the skills to feed himself.



It is also a very practical piece of furniture for the whole family. It is beautifully made of the best quality birch plywood, with a durable and safe natural wood finish. This special chair can take up to a month to provide so please consider this when ordering.

BF01 **$42.00**



WOODEN STEP STOOL TEA TABLE

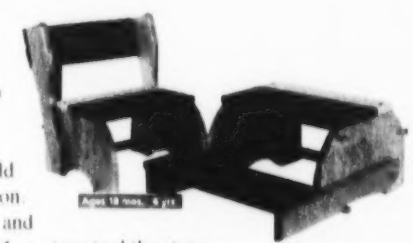
This is our most beautiful piece of practical furniture for the child at this age—perfect for both sitting and standing. Aside from the floor bed, table, and stool, this little square stool is probably the most important child's piece of furniture in the home. With it he can be much more independent—getting up onto the toilet, brushing teeth, washing dishes, leaning over while seated to put on boots or slippers, many important activities around the home. In our home we use one for a chess table or tea table as we sit on the floor in front of the winter fire.

The square stool will last generations. It is hand cut, joined and finished by a local designer/craftsman of fine furniture, and made of domestic maple and birch hardwoods which are harvested on a sustainable yield basis. 6" tall with a 12" square seat.

CR51 **$47.50**

STEP STOOL CHAIR

A classic for over 100 years, this piece of furniture acts as a step stool, then can be changed into a chair—both suitable for a young child. It is light enough for the child to carry, yet sturdy to step or sit upon. The sides are of natural hardwood, and the slats are painted bright colors. As a step stool the steps are 3" and 7" in height, 12" wide. As a chair, the seat is 7" in height.



(*) PE150 **$43.00**

BOOK DISPLAY

This piece of furniture is very important for the development of appreciation of books, reading, and literature. From the very beginning, even before the child can walk, favorite books can be displayed here, the covers used as a piece of art as the child gradually becomes familiar with them and looks forward to spending time with a parent exploring the pages.

When the child can walk, this is an easy way for him to learn to hold books carefully with both hands and put them away without damaging them.

A book display entices the child to look at a variety of books, keeps books in good shape and invites the child to use them. The child can easily find what he wants. It is up to the adult to keep the selection of books to a minimum, changing them often but keeping out the favorites. Rotating books in this way keeps the child coming back to see what is on the display.

There are shelves in the back for toys and it can be used as a room divider or, in the child care center, two or three book displays can create a cozy book corner surrounding a rug and pillows. The book display, finely crafted of hard wood, is 32.5" wide, 14.5" deep, 24" high. It is shipped directly from the builder to keep the price down. Please order ahead.

PE720 **$134.25**

OTHER FURNITURE

For more wooden children's furniture, request a copy of our furniture catalogue with your next order.

(*) = new items

THE PREPARED ENVIRONMENT

FURNITURE

Shelves do not have to be expensive; they can be as simple as boards and bricks, or as elegant as any other furniture in the home. It is wonderful when a family can afford a childsize bookcase in each room of the house for the child's belongings.

Solid wood tables and stools, which allow the child to sit up straight with the feet flat on the floor for drawing, playing, fixing and eating snacks during the day, are very important. Not only will good posture be developed, but she will be better able to concentrate and focus in this position.

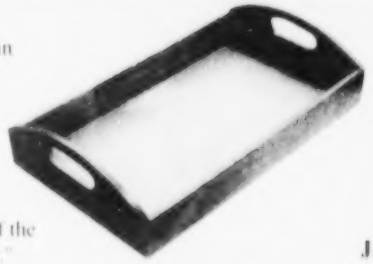
Small solid wood benches, useful next to the

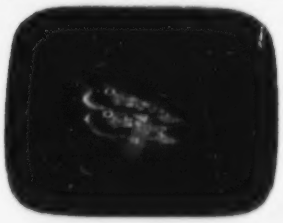
A place for everything and everything in its place. An empty spot calls out to the child and makes 'putting away' like solving a puzzle, easy and fun.

FINE WOODEN TRAYS

These lovely hardwood trays are modeled after those used in homes and Montessori infant communities in Japan, and made here in Arcata. They are perfect for organizing children's blocks, beads, animal models, art papers and supplies on shelves, for serving tea and snacks, and many other uses at any age. There is a handle at each end for a firm hand grasp. Each piece is hand made and finished to the highest standards. The clear finish gives the child a good look at the lovely grain of the wood. The small tray is 8.5" x 5". The large tray is 11.75" x 7."

PE05 Small Tray **$18.00**
PE03 Large Tray **$22.00**

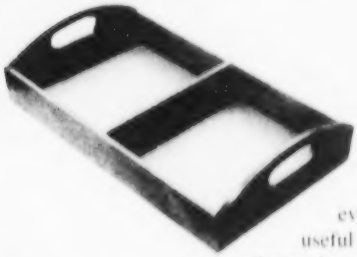




JAPANESE FISH TRAY

For many years beautiful lacquerware has been made in the Orient. First the trays are carved from wood, and then painted with many layers of lacquer, creating a beautiful gloss. Today, because of the prohibitive expense of traditional lacquerware, a substitute has been created, the basic construction being plastic, but with the same beautiful black lacquer finish. This tray is made in the traditional square shape with rounded corners, with a modern double-fish design in rust and gold. It is 10.5" square.

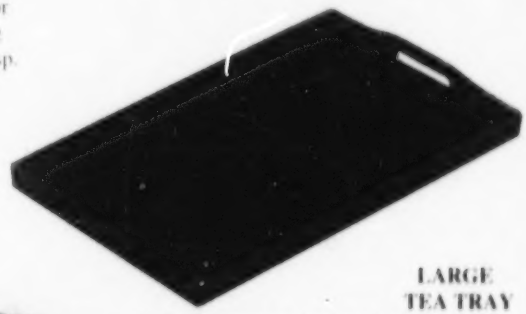
(*) PE380 **$15.00**



2-PART WOODEN TRAY

Several of these 2-part trays are found in every Montessori infant community and are also useful in the home. Objects, such as animal models or tiny tools, are kept in one side, and the matching drawings or photographs in the other. Children enjoy matching the objects to the pictures and sorting them back into the two compartments. There is a handle at each end for a firm hand grasp. Each hardwood tray is hand made and finished to the highest standards. 11.75" x 7".

PE07 **$23.00**



LARGE TOY/LAUNDRY BASKET

A child around the age of one-and-a-half begins to want to carry heavy loads for long distances to exercise his new abilities of walking and carrying. He will haul soil in a wheelbarrow, or carry laundry in a large basket with great delight. This basket is the perfect size to satisfy this interest without overwhelming the child.

This particular basket is often found in fine stores for use in home pantries or kitchens. It is sturdy and will last for a long time with regular use by the child. It will have many uses around the home for adults as well as children. The toy/laundry basket is 16" long, 7" in height, and 12" wide. It has a grip at either end for the child to carry it with ease.

(*) PE503 **$25.50**

LARGE TEA TRAY

Like the large toy basket, this beautiful 19" long black lacquerware tray satisfies the young child's desire to carry large or heavy loads. It is used in the infant community for a tea service (using a rubber-backed mat to keep the tea things from sliding). It can be used for carrying art projects, and any number of important activities. Made in Japan.

(*) PE385 **$25.50**

front door for removing shoes, in the bathroom for removing pants, and for reaching bathroom and kitchen sinks, are very important for the child's work and independence.

The Environment & the Mind

All adults are influenced by their first environment, and nothing can help create beauty in the world as much as giving beauty and quality to the very young.

We must not only think of the quality but the quantity. Visible posters, pictures, toys, etc. always affect the mind. It has been shown over and over in infant environments that cluttered shelves, which are visually blocked out by the adult, are a constant visual barrage for the young child, causing stress. Too many pictures and posters on the wall do the same.

The Chinese art of placement, Feng Shui, teaches that clutter, even hidden under a bed or piled on the top of bookcases, can cause stress.

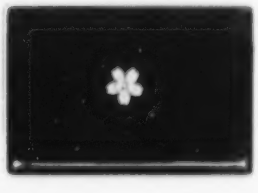
The same holds true for the sounds in the environment. With time the adult brain learns to block out the sound of a TV or radio, but a child is always aware of it. Sometimes a child can become upset by visual and auditory stimulus of which the adult is completely unaware!

Learning how to prepare the environment before birth frees parents to devote time to be with and enjoy their child after birth. A neat, attractive, enjoyable, organized, and uncluttered environment can help create a more peaceful life for the whole family.

SMALL JAPANESE TRAYS

Made in Japan in the same manner as the larger Japanese lacquerware trays, here are three small trays which can be used in a number of ways, for keeping animal models or other small toys sorted on a toy shelf, or for special snacks or meals at home. They are of three styles. One is plain black, the second has a gold edging and a traditional gold flower motif, and the third a gold edging and traditional gold cranes motif. 7.5" x 5".

PE456 Small Black Tray $5.25
PE580 Small Gold Flower $5.25
PE590 Small Gold Cranes $5.25



LARGE PAPER BOX

This wooden paper box holds art paper always ready for creating. A second box can be used for keeping the finished products. In infant communities one is used for white and one for colored paper. It is perfect for the common art paper size of 8.5" x 11."

In the home it is also used for collections of toys of all kinds, neatly on the shelf ready for use. The low sides keep the toys easily visible and easy to put way. The box is made of hardwood, beautifully finished for a lifetime of use. Size: 12.5" x 10 x 2.5"

PE506 $15.00

SILK AND COTTON BAG

This lovely bag, made of colorful handwoven Guatemalan cotton, lined with soft, pure white silk, calls out to children to see what secrets it holds.

In Montessori infant communities it is used to hold animal models, fruit and vegetable models and all kinds of objects, for the child to handle and guess what they are—as his hand delicately traces their shape against the soft silk.

It can be used for organizing small objects, or for packing up belongings, favorite toys, even pajamas, for a trip. 10" square with a drawstring.

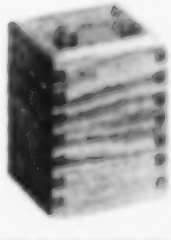
PE18 $15.00

PAPER/CARD DISPLAY

One finds several holders of this kind in Montessori infant communities. This displays the many sets of picture cards sorted, visible, and ready for exploration by the child. Common collections include flowers, herbs, fish, mammals, toys, tools, etc. Made of wood. 7" long.

PE496 $10.00

WOODEN PENCIL BOX



Many things can be kept in this simple, open wooden box - the child's kitchen utensils, animal models, pencils, rulers, paint brushes, all organized and visible and inviting the habit of putting things away. It is beautifully made of hardwood with beveled corners. 4" tall, with 2.5" square base.

PE526 $12.00

MONTESSORI INFORMATION

Dr. Maria Montessori, MD

Maria Montessori was always a little ahead of her time. She was born in Italy in 1870, and in 1896, became the first female doctor in Italy. Dr. Montessori based her work on the direct observation of children. She accepted no preconceived opinions or theories about their abilities, nor did she attempt to manipulate their behavior by reward or punishments toward any end. She constantly experimented and developed materials based on the interests, needs, and developing abilities of children. Educators called Dr. Montessori a miracle worker.

Like others I had believed that it was necessary to encourage a child by means of some exterior reward that would flatter his baser sentiments, such as gluttony, vanity, or self-love, in order to foster in him a spirit of work and peace. And I was astonished when I learned that a child who is permitted to educate himself really gives up these lower instincts. I then urged the teachers to cease handing out the ordinary prizes and punishments, which were no longer suited to our children, and to confine themselves to directing them gently in their work.

Invited to the USA by Alexander Graham Bell, Thomas Edison, and others, Dr. Montessori made an appearance at Carnegie Hall in New York by 1915. The following is from a 1913 letter from Alexander Graham Bell:

Dear Dr. Montessori, On behalf of the Montessori Educational Association of America I have the honor to inform you that we have elected you as its first Honorary member and to express to you in this way our deep appreciation of your great work for humanity.

The Montessori 0-3 Program

Over fifty years ago Dr. Montessori realized that working with children older than three was too late to have the most beneficial effect on the life of a human, and she initiated what was to become a two-year, full-time, course for adults living or working with children from birth to three years of age.

This *Assistants to Infancy* course is attended by parents, birth and early childhood professionals, Montessori teachers, administrators and teacher trainers from around the world and a graduate is awarded an AMI (Association Montessori Internationale) diploma. It consists of almost eight hundred hours of lectures, material making, and observations, plus homework, readings and papers. It counts for the major part of a Masters degree in education from Loyola College in Baltimore. For more information contact: The Montessori Institute, 1000 North Speer Blvd., Denver, CO, 80204, (303) 607-9431. Or find their web page via http://www.montessori.edu

Educational Materials for 0-3

A sparse environment of carefully chosen materials calls the child to work, concentration, and joy. A crowded or chaotic environment can cause stress and can dissipate a child's energy.

Before the age of six, a child learns from direct contact with the environment, by means of all the senses, and rough movement; the child literally absorbs

THE WONDERFUL TWO'S: A VIDEO

Children who are raised from birth according to the Montessori Assistants to Infancy principles really are different. This is an amateur one hour video which Susan filmed in preparation for a meeting with Mrs. Shinichi Suzuki in Matsumoto, Japan. It shows children from the ages of one to three years carrying out their daily lives in Japan and the USA. The narration is informative and nothing is as valuable to our understanding as watching the children.

The Wonderful Two's video is now being used in training centers and Montessori schools, and parents who have watched it report that it has helped them create supportive Montessori environments at home.

GB476 **$30.00**

MONTESSORI / SUZUKI MUSIC LECTURE REPRINT

Suggestions for combining Suzuki and Montessori experiences for the child from before birth to age six, at home and in infant communities. This is a reprint of a lecture given by Susan Stephenson (Montessori teacher, Suzuki student/mother) in Japan at the Montessori 0-3 course, following a meeting with Mrs. Suzuki at the Suzuki Institute in Matsumoto, Japan. 7 pages.

GB60 **$4.00**

MARIA MONTESSORI
Her Life and Work

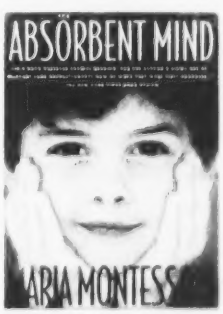
In this fascinating biography of Dr. Montessori, quotations from letters and diaries reveal her humility, her delight with the success of her work, and an engagingly warm person. The insights and techniques outlined in this book have permeated education throughout the world. "A book of worldwide importance" said British Book News. Softcover, 370 pages.

GB40 **$13.95**

Books by Maria Montessori

Dr. Montessori wrote in Italian and her books have been translated into many languages. They are as valuable today, for both parents and professionals, as when they were first written. The following titles provide information of great value to the parents of children from birth to age three. Softcover

GC02	***The Discovery of The Child***	**$11.00**
GC03	***The Formation of Man***	**$13.00**
GC04	***What You should Know About Your Child***	**$13.00**
GC05	***Education for a New World***	**$11.00**
GC06	***To Educate the Human Potential***	**$11.00**
GC08	***The Child in The Family***	**$12.00**
GC10	***Education and Peace***	**$14.00**
GB43	***The Secret of Childhood***	**$5.99**
GB456	***The Absorbent Mind***	**$15.95**



Sweater Pattern:

Notice: to Montessori 0-3 Assistants to Infancy for anyone interested in this project):

We are working with a professional knitter to develop a sweater pattern of those wonderful, newborn, hand-knit sweaters we used to find in the Market in Rome. Your $2.00 will help support this project. Thank you. To order the pattern in progress, to knit and give us your feedback, ask for:

(*) GB900 **$2.00**

what is in the environment. The toys and materials in the home and school should be of the very best quality to call forth self-respect, respect and care from the child toward the environment, and the development of an appreciation of beauty.

Montessorians are very cautious about allowing children to be guinea pigs for the use of new inventions, and in the long history of humans on earth, both computers and televisions are very recent inventions. We are finding out that even such relatively simple inventions as pacifiers and walkers get in the way of optimal and healthful development, and recent brain research reveals to us that computers and television may have far more negative influences on our children's development than positive.

Television and computers affect the child so much more because of the inordinately large amount of time spent in front of them in some situations. Here are some excerpts on these subjects:

Television . . . is an anti-experience and an anti-knowledge machine because it separates individuals from themselves and from the environment and makes them believe they are living while they are only observing passively what other people decide to make them see.

—Dr. Silvana Montanaro, M.D., psychiatrist, pediatrician, international director of the Montessori Assistants to Infancy courses

Maria Montessori's view on the learning child sees not so much the task of filling the mind with information, but rather of constructing the mind through activity according to inner directives and urges.

For children age six and older, the computer can be a very positive part of the environment, but it is still important to decide what to do with it. Such a decision should be carefully based on the children's developmental needs and their well-being.

—Dr. Peter Gebhardt-Seele, physicist, computer author, Montessori teacher-trainer

Conclusion

We did not have this wonderful Montessori 0-3 information when our children were babies. But we are excited about the value of its influence for other families, or all who are interested in the child from 0-3. Over and over we hear of the success and happiness of families and professionals who are using these principles in their homes and centers.

We sincerely hope that it will be valuable to you and your children.

Madame Montessori,

You have very truly remarked that if we are to reach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with children and if they will grow up in their natural innocence, we won't have to struggle, we won't have to pass fruitless idle resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which, consciously or unconsciously, the whole world is hungering.

—M. Gandhi, 1943

For more Montessori Information online, go to: www.montessori.edu

AMI MONTESSORI PARENTING REPRINTS

Modern brain and learning research is showing that television and computers are detrimental to the development of the child during the first six years of life. This is the time when children need to move and to learn through physical, multi-sensorial experience in the real world. Movement and "work" during this crucial time aids the development of self-esteem.

Television and the Young Child, by Dr. Silvana Montanaro, Italian M.D., Psychiatrist, Pediatrician, and Montessori teacher trainer; *Computers and Children*, by Dr. Peter Gebhardt-Seele, physicist and Montessori teacher trainer; *Aiding the Development of Self-Esteem in Children*, (from birth to age 12+) by Susan Stephenson, Montessori parent, teacher. Published by The Association Montessori Internationale.

GB76	**Television**	**$1.00**
GB77	**Computers**	**$1.00**
GB785	**Self-Esteem**	**$1.00**
GB788	**Set/3**	**$3.00**

RELAXATION TAPE

This is a homemade tape – a copy of the one we use every morning at home. During Montessori training courses in London, Rome, and Denver, Susan learned the value of a daily relaxation time for any adults working with young children. Many adults find that it provides a valuable daily processing time that makes for improved quality time with children. We have made many copies of this 15-minute tape—which consists of relaxation suggestions and classical music—for friends and family members, and now we offer it through the catalogue. Enjoy.

GB860 **$10.00**

HOW I WEANED MYSELF

We recommend that you read this early in the first year of your child's life, because, no matter when a child decides to wean herself, physical and emotional groundwork is best laid very early. Clare Meehan's mother is a Montessori Assistant to Infancy. Her parents followed the principles of observing and offering experiences which enabled Clare to wean herself at the best time for her. I asked them to write this up to share with other parents. The write-up is combined with a list of the preweaning suggestions taught in the Assistants to Infancy Course. 4 pages.

GB58 **$3.00**

Susan Stephenson and Dr. Silvana Montanaro, Montessori 0-3 Course, Denver, Colorado

Swedish and American grandmothers, taking the Montessori 0-3 course in Denver, Colorado, for their grandchildren.

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AUTHOR OF *CHILD OF THE WORLD*

Essential Montessori for 3-12+

The formal training of Susan Mayclin Stephenson, wife and mother, includes:

Undergraduate studies, Denison University, Ohio

Study aboard the Semester at Sea program, traveling around the world on a ship.

BA in Philosophy, San Francisco State University

MA in Education, Loyola College in Baltimore

AMI Montessori 0-3 Diploma, TMI, Denver, Colorado & Rome, Italy

AMI Montessori 3-6 Diploma, MMTO, London, England

AMI Montessori 6-12 Diploma, WMI, Washington, DC

. . . and miscellaneous studies at Stanford University, U.C. Berkeley, Indiana University, and the Alliance Francaise in Paris.

Mrs. Stephenson is a writer, homeschooling parent, webmaster, on the staff at The Montessori Institute in Denver, Colorado, and available as in international lecturer. She has spoken at conferences and training centers in New Zealand, Japan, South America, and the USA.

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NOTE: We are dedicated to providing the best quality for the best price. However often the prices of catalogue items are beyond our control. They are subject to change without notice.

FALL FUNDRAISER

This is a no-work *fundraiser for any organization to run in the fall. We often have requests from* parents *to invite their child's infant community to participate!*

You must enroll in the winter, spring, or summer.

A minimum of 25 catalogues is purchased for a special low fundraiser price. The participating families place individual orders directly with us which are sent to their home. 10% of the total orders is returned to the organization in credit for Michael Olaf materials.

Contact Michael Olaf in the spring if you are interested in participating the following fall.

MONTESSORI T-SHIRT

The beautifully colored logo of plants, animals, people, the earth and the sea, says "Feel the Rhythm of the Earth—Dance the Song of Life." A true child of the earth is one whose environment supports her ability to stay in touch with her true self and her natural rhythms of living, so that she may indeed dance the song of life.

The color is heather gray which hides dirt and shows the colors of the logo very clearly. Short-sleeved 100% preshrunk cotton t-shirts. The Child sizes have the words "Montessori child" printed on the back. The adult shirts say "Montessori" on the front.

TS02	***T-Shirt, Child small***	***$14.95***
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It is as if nature had safeguarded each child from the influence of adult reasoning, so as to give priority to the inner teacher who animates him. He has the chance to build up a complete psychic structure, before the intelligence of grown-ups can reach his spirit and produce changes in it.

—Dr. Maria Montessori, MD

Many of us constantly refer to Michael Olaf's Essential Montessori *as an extremely valuable parenting book. At first I wanted to keep this great information to myself, to hoard it for my own children, but gradually I came to the realization that in sharing this wisdom with other parents we all benefit. It will bring us all to a new level of consciousness. Thank you for the very important work that you do.*

Eve Lubowe,
La Leche League group leader

The text of Michael Olaf's Essential Montessori *is the best brief description of Montessori I've come across and you have wonderful things for parents to choose for their children. I gave a copy to each new parent in our school as a part of their information packet.*

Karin Salzmann, founding director of AMI/USA
(Association Montessori Internationale of the United States)

There is no need to wade through piles of catalogues to find quality books and toys - just get a copy of Michael Olaf's Essential Montessori. *Best of all it is filled with Montessori philosophy for all ages, practical advice and the wisdom of experience. I think* Essential Montessori *is essential reading for every Montessori teacher and parent.*

Pam Shand, MONTESSORI NEWZ
from the newsletter of the Montessori Association of New Zealand

At your suggestion we used the mattress on the floor for our infant son that allowed him the freedom to sleep when he wanted to sleep and to play when he wanted to play. We paid VERY great attention to safety in every aspect of his space.

At one year of age he was already very confident and independent, clear in his choice of activities, and had an ability to concentrate that I've rarely seen in children of that age.

Dr. Rebecca Stauffer, MD, pediatrician, Arcata, California

Once again, congratulations on an inspiring publication and brilliant materials. Thank you.

Samantha Stivak, Montessori parent, Durban, South Africa

The way you thread the Montessori philosophy throughout the catalogue is beautiful, and your selection of materials is very fine indeed. I have a greater understanding of Montessori education from reading your Michael Olaf's Essential Montessori *than I have gotten from various other readings about Montessori practice and philosophy.*

Thank you for centering Montessori principles on the needs of children and families.

Patrick Farenga, editor, Growing Without Schooling

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